

REPUBLIC OF SENEGAL

**REPORT ON THE COLLECTION OF BASELINE AND
PERFORMANCE DATA FOR THE EDUCATION FOR
DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)**

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Executive Summary

Scope of Work

Slightly more than one year after the launching of the Education for Development and Democracy Initiative (EDDI) in Senegal, at the request of USAID, L.T. Associates of Washington D.C. and its Senegalese partner, the National Association for Literacy and Adult Education (ANAFE) undertook a survey to collect baseline and reference data to monitor the progress of the EDDI Program. The 17 indicators to which these data correspond are part of the EDDI Performance Monitoring Plan (PMP). Beyond the data on performance, it was also a question of verifying the level of satisfaction of the different target groups of the program : school management committees, parents associations, teachers, students, and parents in the community.

Methodology

The survey involved all of EDDI's 30 primary schools and 4 women's vocational training centers in the four regions of Dakar, Louga, Diourbel, and Fatick. Nine questionnaires were used to collect the necessary data in the schools and centers, and from the target groups.

The data collection exercise lasted a little less than two months, from February 18 to April 9, 2002. The core team consisted of a team leader, a sociologist, and a survey and data processing expert. To carry out the work in the field, three sub-teams of eight enumerators each were organized. These teams undertook the data collection in the space of three weeks, a first week in Dakar, then two weeks in the three regions of the interior.

The main data collection tools were the questionnaires. In the case of school management committees, parents associations, students of Grade 5 and 6 (*Cours Moyen 1 and 2*), teachers in the vocational centers, and students of these centers, the questionnaires were directed to focus groups. In the case of parents in their households (compounds), primary school teachers, and school and center directors, the questionnaires were directed to individuals.

Findings and recommendations

1/- A monitoring exercise involving all of the 30 primary schools and the 4 vocational centers can be carried out in a period of about two months with the same amount of budget as this year.

2/- The collection of data in the 12 schools and the Women's Vocational Training Center in Dakar does not require much time or personnel; the bulk of effort resides with the survey work in the regions of the interior. For this year, it was necessary to mobilize 25 people divided into three teams for a rapid and simultaneous effort over two weeks. This number of enumerators could be reduced in the future to the extent that the data collection period is extended or the number of households surveyed reduced to a sample.

3/- The calculation of the Gross Admission Rate (GAR) for the EDDI rural schools (15 out of 30) required a complete census of 7-8 year olds in the households likely to send their children to

program schools. This census has helped in identifying the entire population served by these schools which will permit a return to the same households in future monitoring exercises.

4/- It should not be necessary in the future to carry out an exhaustive survey of all households, but rather to undertake a survey of these based on a random sample. This could involve one-third or one-quarter of the 2,053 households surveyed in 2002, and in doing so reduce the time and personnel costs of the monitoring exercise.

5/- There is a good number of 6-year olds in the First Grade classes, which makes it difficult to calculate precisely the GAR for girls and boys in the first year. In the 15 EDDI rural schools there is an average of 15 % of 6-year olds in the First Grade; but the percentage varies a great deal among schools, running from none to 85 %.

6/- The uncertainty in rural areas over the exact ages of children makes the GAR calculation difficult, which stands at 26 % for girls and 25 % for boys in 2002. As a general rule, children in the Senegalese rural areas between the ages of 6 and 8 have not yet received a birth certificate; this often causes parents and school directors to incorrectly estimate their children's ages.

7/- The GAR calculation can only be approximate, given the number of 6 year olds in the First Grade and the unknown age of the majority of children beginning school. In any case, the EDDI Program seems to have promoted a level of girls' admission to schools as high, or even a little higher, than that of boys. With a correction for the under-estimation of the real rate because of the presence of 6-year olds, the GAR for girls in the EDDI rural schools should stand at around 41 %.

8/- Another indicator obtained this year, which permits a comparison with the current GAR, is the percentage of 15-year old girls in rural areas that have been to school or have had some kind of educational experience. It turns out that 41 % of 15-year old girls have been exposed to some form of education, although only 18 % of them have been in primary school. By using this means, one can establish an approximate point of comparison between the GAR for rural girls eight years ago when they were 7 (18%), and the GAR for girls today (26%). Assuming the same level of 6-year old attendance then as now, the GAR would have been 33%, compared to today's 41%.

9/- The indicator that measures participation of local entities in school life reveals that the two entities in question, school management committees and parents associations, are essentially the same. As a consequence, counting their total activities would lead to a serious overestimation of the number of their actions relating to their school. In the future, it seems preferable to limit the count of local actions to those of the management committees. For this year, the number of actions undertaken by these committees stands at about one action per week per school from the beginning of the school year to mid-March 2002, when the survey team made its visit.

10/- The attitude of parents regarding the education of their daughters was estimated through a series of 5 questions in the household survey. Some 97% responded that they were generally disposed to send their children to primary school. However, in case of financial problems, 73% of these parents would prefer to remove the girl from school rather than the boy.

11/- With regard to the satisfaction of parents with EDDI program services, they are relatively satisfied, although one-third of them are not aware of the JOG Project (executing agency of the EDDI program) in their school. Parents' awareness of the project varies with the distance between their home and the school.

12/- As regards the number of schools that satisfies the minimal standards of quality, only 60 % (18 out of 30) of EDDI schools possess all the four defining elements of the indicator.

13/- With respect to the question of sensitivity to gender, there is a significant difference between the training of teachers in gender and the use of this information in the form of actions sensitive to gender. Although the great majority of teachers received training in gender (96%) and declare themselves sensitive to gender issues in their schools (95%), a much smaller percentage (51%) actually uses an observation matrix or has held community meetings on gender.

14/- Regarding the question of access to school materials, it appears that the vast majority of materials did reach the classrooms of the program schools. Nevertheless, a small percentage of teachers (3%) stated that they had not received their stock of materials.

15/- The use of life skills modules seems to vary a great deal among the EDDI primary schools as among the women's vocational training centers. The number used runs from 0 to 4 in the schools and from 1 to 4 in the centers.

16/- With regard to some other indicators relating to the performance of Vocational Centers, the survey reveals the following: (a) the total revenues generated by the four centers in 2000-2001 was 761,600CFA F; (b) all 4 EDDI centers possessed functional sanitary facilities; (c) the averaged number of students per sewing machine was 2.1; and (d) the number of teachers having attended a course on new skill areas was 26.

17/- With respect to the minimal training quality standards at the vocational training centers, which include the number of internships in the last year, no center appears to satisfy them fully at present. Beyond the Pikine Center, which quotes 13 internships for the year 2001-2002, there was no internships identified in other centers, either in 2000-2001 or thus far for 2001-2002.

18/- Regarding the satisfaction of target groups, these groups appear relatively satisfied with the services provided by the JOG Project, and as such, by the EDDI Program. There was general satisfaction expressed for each of the main program services, with an overall rating a bit over 2.0, which means above average.

General Observations

1/- This data collection exercise was not an evaluation of the EDDI Program or of the JOG Project, its principal vehicle for implementation; rather, it was a means to document and monitor the changes occurring in the EDDI schools and vocational centers and to evaluate the satisfaction of key stakeholders regarding the services provided. The collected data constitute a set of baseline or reference data which permits to follow the progress of the EDDI Programs by means of a group of

17 indicators. The principal task of this study was to establish the current values of these indicators. At the same time, the satisfaction and evaluation of a certain number of target groups with the services provided by the project were to be gauged to serve as feedback to program implementators.

2/- With regard to the possibilities of generating cross-tabulations and statistical correlations, especially in order to identify which of the elements of the EDDI Program had most influenced the Gross Admission Rate, the participation of school management committees, the attitude of parents toward girls' education, or the satisfaction of target groups, it would have been necessary to use survey instruments considerably more sensitive than those employed in this exercise.

3/- A rapid survey of this type cannot determine the percentage of students having access to a complete set of basic school materials. The main reason is that currently in every visited school, materials are pooled at the level of each classroom in a materials bank, to be used to supplement the materials that students are able to bring to class. To evaluate the level of coverage of all students, it would have been necessary to resort to a more detailed counting, to compare the total needs of pupils in each class to the materials bank kept for each classroom.

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List of Acronyms

ANAF	National Association for Literacy and Adult Education (<i>Association Nationale pour l'Alphabétisation et la Formation des Adultes</i>)
AP	Parents' Association (<i>Association des Parents d'élèves</i>)
CETEF	Women's Vocational Education Center (<i>Centre d'Enseignement Technique Féminin</i>)
CRETEF	Women's Regional Vocational Education Center (<i>Centre Régional d'Enseignement Technique Féminin</i>)
EDDI	Education for Development and Democracy Initiative
EIG	Economic Interest Group
IDEN	Departmental Inspectorate of National Education
IR	Intermediate Result
JOG	Young Women Oriented toward Managing the Future of Senegal (<i>Jeunes Filles Orientées à Gérer l'Avenir du Sénégal</i>)
KIR	Key Intermediate Result
NGO	Non Governmental Organization
PMP	Performance Monitoring and Evaluation Plan
SMC	School Management Committee
SPO	Special Objective
USAID	United States Agency for International Development

I. INTRODUCTION

Slightly more than one year after the launching of the EDDI Program in Senegal, the consulting firm L.T. Associates of Washington D.C. (LTA) and a Senegalese NGO, the National Association of Literacy and Adult Education (ANAFA) undertook a survey to collect baseline and reference data to monitor the progress of the whole program, at the request of USAID/Senegal. Apart from the 17 performance indicators to which these data correspond, it was also a question of assessing the level of satisfaction of the different target groups with regard to the services provided by the program. The Scope of Work for the study is given in Annex A.

A. The EDDI Program and the JOG Project

The present study falls within the framework of the USAID/EDDI Program. EDDI (Education for Development and Democracy Initiative) has as objective the raising of the level and quality of education in Africa, in order to help Africa better integrate into the global economy. In Senegal, EDDI seeks to support the participation and retention of young girls in the basic education system. To this end, the JOG Project was launched in December 2000 for a duration of two years.

The JOG Project (Young Girls Oriented toward Managing the Future of Senegal) is being implemented by an American consulting firm (Creative Associates International) and two Senegalese NGOs (TOSTAN and ADEF/Afrique). JOG aims at improving the school environment and mobilizing local communities around 30 primary schools and 4 women's vocational centers in four regions of Senegal : Diourbel, Fatick, Louga, and the peri-urban zone of Dakar.

JOG pursues its objective of improving the school environment for girls through: (1) the rehabilitation of classrooms and construction of latrines ; (2) the supply of school materials ; (3) the support to teacher gender training; and (4) the introduction of life skills training.

In order to mobilize local communities around the 30 primary schools, JOG undertook the creation and management training of School Management Committees (SMCs), comprising teachers, parents of pupils, and other key persons of the community. These committees have the function of managing the school's materials bank, as well as the resources it creates. Beyond this, the SMC assists in the resolution of school problems.

In order to stimulate community participation, training courses in life skills were given in the national languages to adolescents in and out of school and to adults. Among other things, this training proposes to create in the local population a new vision of the relationship between school and community.

On a larger scale, the JOG Project carried out in Fall 2001, a back-to-school social mobilization campaign, in order to promote the enrollment of young girls in the First Grade (CI).

B.- Monitoring the Progress of the EDDI Initiative

In order to monitor the progress of the JOG Project and beyond this the EDDI Initiative, USAID/Senegal drew up a set of 17 indicators that shall track progress realized in the 34 schools toward three Key Intermediate Results and a Special Objective for Education. The Intermediate Results aim at increasing parental and community support to schools, as well as improving the school environment in both the schools and vocational centers. The Special Objective, the Intermediate Results, and their indicators are detailed in a Performance Monitoring and Evaluation Plan (See [Annex B](#)).

Beyond generating a database allowing the monitoring of the 17 indicators and the progress made in a number of these, the present study seeks to determine the level of satisfaction of the groups targeted by the JOG Project, to wit : students, teachers, parents, Parents' Associations, and School Management Committees.

With regard to the possibilities of generating cross-tabulations and statistical correlations, especially in order to explore which of the elements of the EDDI Program have had most influence on the Gross Admission Rate, the participation of School Management Committees, the attitude of parents toward girls education, or the satisfaction of target groups, it would have been necessary to use instruments considerably more sensitive than those employed in this survey. This was not the objective of the present study (see Annex G).

As mentioned previously, this survey, named the 2002 Monitoring Exercise had as objective the collection of data that could constitute a set of baseline or reference data to track the progress of the EDDI Program by means of a group of 17 indicators. The principal task of this study was to establish the current values of these indicators. At the same time, the satisfaction and evaluation of a certain number of target groups associated with the schools and centers was to be gauged to serve as feedback to program implementators.

II. METHODOLOGY OF THE 2002 MONITORING EXERCISE

The Monitoring Exercise took place between February 18 and April 9, 2002, and involved a core team of 3 specialists and a group of 22 data collectors. The study included the following steps :

February 18 - 22 :	Review of documents and meetings with the JOG Project team and USAID.
February 23–March 3:	Preparation of the methodology and data collection tools.
March 4 - 5 :	Pre-test of the data collection tools.
March 6 – 11 :	Data collection in the Dakar region.
March 12 - 24 :	Data collection in the regions of Louga, Diourbel, and Fatick.
March 25 - April 5 :	Data inputting and processing.
April 6 - 9 :	Drafting the 2002 Monitoring Report and the Methodological Guide.

A. Preparation of the Methodology and Data Collection Tools

The first steps of the 2002 Exercise involved a review of documents, a process of familiarization with the EDDI Program and the JOG Project, and a variety of meetings with the EDDI team in USAID/Senegal and its partners charged with implementing JOG, especially Creative Associates International, Inc.

During this period, the details of the study methodology were worked out, the 9 questionnaires designed, and the data collectors chosen and trained. Following the approval by USAID/Senegal of the methodology and the collection tools, the LTA team went on to the pre-test stage.

B. Pre-test of the Data Collection Tools

The pre-test of the 9 data collection tools took place March 4 in Mbeuth in the region of Dakar. Especially tested here was the household survey questionnaire, since the 2002 Exercise depended to a large extent on the possibility of carrying out a census of all children aged 7-8 years old living within a 5-kilometer radius of the 15 EDDI rural schools. In reality, this questionnaire contains 4 distinct parts : (i) census of 7 and 8-year old boys and girls ; (ii) census of 15-year old girls and their level of education ; (iii) research into the attitude of parents toward the education of their children ; and (iv) assessing the knowledge, participation, and satisfaction of these parents with respect to the services of the JOG Project.

Following an examination of the results of the household survey and of other questionnaires used in the school and with teachers, a few changes were made to initial questionnaires. This was particularly the case for the questions on services satisfaction, where more specificity was introduced into the evaluation criteria.

C. Data Collection in the Dakar Region

Between March 6 and 11, a group of 5 data collectors, plus the 3 members of the LTA core team, administered the survey in the 12 primary schools and the Women's Vocational Education Center (CETEF) in the peri-urban area of Dakar. All the questionnaires were used, except that for the household survey (reserved for rural schools).

D. Data Collection in the Regions of Louga, Diourbel, and Fatick

The evening of March 11 (last data collection day in Dakar), 3 teams composed of 8 persons per team (7 enumerators, plus a sub-team head) left for the field, where they remained until March 24 (14 days). A total of 3 vocational centers (one center in each region) and 18 primary schools were visited and surveyed by these teams. Around the 15 rural schools, the household survey was employed in 1,980 compounds. The refusal rate was minimal (only a few cases in all), while the quality of the responses were quite high (less than 1 % of rejections).

E. Inputting and Processing Collected Data

Even before the return of the 3 teams from the rural regions, a part of the data from the first week (those from Diourbel and Fatick) were sent to Dakar to be inputted alongside those of the Dakar region. With the return of all the data collectors from the regions, the remaining data were delivered to the team charged with data inputting, processing, and preliminary analysis.

F. Drafting the 2002 Monitoring Report and the Methodological Guide

The final days of the study were dedicated to the writing of the 2 reports : the Monitoring Report for 2002, dealing with the results of the 2002 Exercise ; and a Methodological Guide, serving as point of departure for future rounds of data collection.

The Monitoring Report for 2002 is especially devoted to the measurements and values of the 17 indicators of the Performance Monitoring and Evaluation Plan (PMP) for EDD; but it also includes an analysis of the actual participation of target groups (pupils, teachers, parents, APEs, and SMCs) and their level of satisfaction with this participation and with the services of the JOG Project. The report also contains an annex (Annex H) treating the lessons learned in the field during the process of data collection.

The Methodological Guide elaborates on the methodology used this year by the LTA team, building in the lessons learned in the field. It thus represents a methodology that functioned well in 2002, but which could be improved in certain ways for future use. Important among these suggestions for improvement is the proposal to administer this survey to a sample of households in future data collection rounds, instead of an exhaustive census of all compounds in a radius of 5 kilometers around the primary schools. A sample of one-third, even of one-quarter, of compounds (households) would be perfectly valid statistically speaking, but would entail savings in personnel and costs.

III. PERFORMANCE MONITORING AND EVALUATION PLAN (PMP) INDICATORS

NB : In the following tables, almost all percentages are rounded to the nearest number. This has created certain tables where the percentages do not add up to exactly 100 %.

A. Results and Indicators Targeting the 30 Primary Schools

Special Objective : Improved Basic and Vocational Education for Girls in Targeted Villages and Neighborhoods (within 5 km radius).

It should be noted that Indicators 1, 2, and 4 involved identification and direct contact with all households located in the catchment areas of the EDDI schools. It was found that 3 schools outside of Dakar Region ---Artillerie in Louga and Sessene and Gawane in Diourbel -- are located in or on

the edge of large population centers. There are, therefore, 15 rural schools in a total of 30 primary schools, instead of 18.

Indicator 1 : Proportion of School Age Girls (7-8 years old) Enrolled in Grade 1 (CI) for the First Time (= Gross Admission Rate).

Overall, the Gross Admission Rate (GAR) for girls in the 15 EDDI rural schools is **25.6%**, although there is under estimation of the real rate to the extent that school directors have enrolled 6-year old children (cf. Table 3.3 below).

Table 3.1. : Proportion of 7-8 Year Old Girls Enrolled for the First Time in Grade One (CI)

Region	School Location	Number of 7-8 Year Old Girls Enrolled in Grade 1 (CI)	Number of 7-8 Year Old Girls in School Catchment Area	Gross Admission Rate for Girls in the School
Louga	Pete Ouarack	32	51	62.7 %
	Bellakho	11	77	14.3 %
	Kanene Ndiob	10	96	10.4 %
	Gassane	22	226	9.7 %
	Kadji Madia	19	90	21.1 %
Louga Total		94	540	17.4 %
Diourbel	Sambe	21	152	13.8 %
	Nderep	37	87	42.5 %
	Ndondol	64	225	28.4 %
	Gouye Gui	15	62	24.2 %
Diourbel Total		137	526	26.0%
Fatick	Mbellacadio	47	136	34.6 %
	Sagne *	19	64	29.7 %
	Koular Soce	22	88	25.0 %
	Nema Nding	20	37	54.1 %
	Darou Gueye	17	18	94.4 %
	Ndiagne Kahone	11	25	44.0 %
Fatick Total		136	368	37.0 %
TOTAL	15 Rural Schools	367	1434	25.6 %

* As a result of a majority (85%) of 6-year olds in Grade 1 of Sagne school, the statistics for this school have been calculated in this one case for 6-7 year olds.

Overall, the GAR for boys in the 15 EDDI rural schools is **25.0%**, although there is under estimation of the real rate to the extent that school directors have enrolled 6-year old children (cf. Table 3.3 below). The admission rate for boys to the first grade is thus essentially the same as that for girls.

Table 3.2. : Proportion of 7-8 Year Old Boys Enrolled for the First Time in Grade One (CI)

Region	School Location	Number of 7-8 Year Old Boys Enrolled in Grade 1 (1st Time)	Number of 7-8 Year Old Boys in School Catchment Area	Gross Admission Rate for Boys in the School
Louga	Pete Ouarack	12	77	15.6 %
	Bellakho	5	77	6.5 %
	Kanene Ndiob	18	127	14.2 %
	Gassane	17	196	8.7 %
	Kadji Madia	7	77	9.1 %
Total Louga		59	554	10.6 %
Diourbel	Sambe	40	150	26.7 %
	Nderep	48	126	38.1 %
	Ndondol	81	242	33.5 %
	Gouye Gui	9	53	17.0 %
Diourbel Total		178	571	31.2 %
Fatick	Mbellacadio	35	131	26.7 %
	Sagne *	22	50	24.0 %
	Koular Soce	24	84	28.6 %
	Nema Nding	14	40	35.0 %
	Darou Gueye	20	32	62.5 %
	Ndiagne Kahone	21	31	67.7 %
Fatick Total		136	368	37.0 %
TOTAL	15 Rural Schools	373	1493	25.0 %

* As a result of a majority (85%) of 6-year olds in Grade 1 of Sagne school, the statistics for this school have been calculated in this one case for 6-7 year olds.

Overall, the proportion of 6-year old pupils enrolled for the first time in the First Grade (CI) is 15.1%. In certain schools, there are even some 5-year olds (not enrolled) that attend school as « observers ». School directors explain this tendency by the desire to encourage success in school, since 6-year old pupils have an extra year to prove themselves, while 5-year olds have two extra years to « officially » pass the First Grade.

Nevertheless, the First Grade survey in the 15 rural schools revealed a good deal of variation in the proportion of 6-year old children, running from their total absence in Pete Ourack, Gassane, Nderep, Ndondol, et Darou Gueye to 85% in Sagne school. Six schools (Sagne, Kanene Diop, Bellakho, Gouye Gui, Ndiagne Kahone, et Koular Soce) have a proportion of 6-year olds among their First Grade students surpassing 25%.

Table 3.3. : Proportion of 6-Year Old Children Among Grade One Students (CI) Enrolled for the First Time

Region	School Location	Number of 6-Year Old Children in Grade 1 (CI)	Number of Students Enrolled in Grade 1 (1st time)	Proportion of 6- Year Olds in the Total of Students in Grade 1 (1st time)
Louga	Pete Ouarack	0	44	0 %
	Bellakho	8	24	33.3 %
	Kanene Ndiob	20	48	41.7 %
	Gassane	0	39	0 %
	Kadji Madia	8	34	23.5 %
Diourbel	Sambe	3	64	4.7 %
	Nderep	0	85	0 %
	Ndondol	0	145	0 %
	Gouye Gui	9	33	27.3 %
Fatick	Mbellacadio	9	91	9.9 %
	Sagne	35	41	85.4 %
	Koular Soce	16	62	25.8 %
	Nema Nding	5	39	12.8 %
	Darou Gueye	0	37	0 %
	Ndiagne Kahone	12	44	27.3 %
TOTAL	15 Rural Schools	125	830	15.1 %

The presence of these 6-year old children in the First Grade poses a methodological problem for the calculation of the GAR. If in the future this calculation compares 6-7 year old children in a school to the surrounding population of 6-7 year olds (anywhere, for example, their number surpasses one-quarter of First Grade enrollment), there will be a resulting overcount of the denominator of the ratio, except in a case like that of Sagne, where it is obvious that children are simply recruited in the 6 to 7 year old age bracket. Yet, on the other hand, if one only puts 7-8 year children in the numerator and denominator, there will be an under estimation of the GAR, whether it be for girls or boys.

In view of this methodological problem, one solution could be the following : a few members of the survey team would count the children enrolled for the first time in the First Grade by age, while the rest of the team would carry out the census of 6,7,and 8 year old children in the households of the surrounding area. Following this, the calculation of the GAR is made following the proportion of each age in the First Grade class. In other words, if 6-year old pupils are 25% (for example) of the total enrollment, the denominator for children of this age would be represented by the same proportion of 6-year olds in the surrounding population. The same calculation would be made for the surrounding population of 7-year olds and then 8-year olds. The final GAR denominator would thus be the sum of the relevant population proportions for these three ages and could be compared directly to the total First Grade number.

This GAR calculation presupposes that the three ages are intentionally recruited in the proportions found in the First Grade class (or classes). This is not necessarily the case, since it seems likely that one of the principal reasons school directors recruit 6-year olds is because of insufficient number of 7- year olds. However, if one supposes that this recruitment is carried out more or less randomly and that the presence of 6-year old children also reflects a lack of parental knowledge of their children's exact age, one could perform a calculation similar to the one indicated above based on enrollment proportions, in future exercises of this type. These proportions, moreover, could be expected to vary somewhat each year in the same schools.

Indicator 2 : Proportion of 15-Year Old Girls Who Have Followed an Education Program

The counting of 15-year old girls was carried out at the same time as that for the 7-8 year old boys and girls; that is, during the household survey. As in the case of the 7-8 year olds, it concerns only the population around the 15 EDDI rural schools. It was found that 96 of these girls (10.1% of the total surveyed) were living permanently elsewhere during the survey. They are thus not counted in Table 3.4 below.

Table 3.4. : Proportion of 15 Year Old Girls who have received some Education

Region	School Area	Number with Some Form of Education	Number Having Attended the State (French) School	Total Number of 15-Year Old Girls in Area	Proportion With Some Form of Education
Louga	Pete Ouarack	21	8	30	51.0 %
	Bellakho	31	9	56	55.4 %
	Kanene Ndiob	30	5	64	46.9 %
	Gassane	50	18	124	40.3 %
	Kadji Madia	23	15	26	88.5 %
Diourbel	Sambe	15	5	109	13.8 %
	Nderep	8	6	58	13.8 %
	Ndondol	22	15	122	18.0 %
	Gouye Gui	8	1	37	21.6 %
Fatick	Mbellacadio	34	26	68	50.0 %
	Sagne	17	13	30	56.7 %
	Koular Soce	40	10	58	69.0 %
	Nema Nding	17	10	22	77.2 %
	Darou Gueye	11	5	15	73.3 %
	Ndiagne Kahone	10	3	14	71.4 %
TOTAL	15 Rural School Areas	337	149	833	40.5 %

Out of 833 girls still living in their communities of origin, 337, or 40.5%, had received some form of education (French school, Arabic school, literacy training, or other). However, the survey did not take into account the amount of time spent in these education types.

On the other hand, only 149 out of 833 of these girls, or 17.9%, had spent any time in a public school (French school). This indicates that the admission rate to primary school for this cohort of 15-year olds is considerably lower than that found for the 7-8 year old girls in the same rural areas (cf. Table 3.1). If we suppose an under-estimation of about 15% for the overall GAR for 7-8 year olds in the past as at present (cf. Table 3.3), the current overall GAR (about 41%) compares favorably to the GAR from 8 years ago (33%), since we suppose these girls began school at the age of 7 in the First Grade.

Key Intermediate Result # 1: Increased Support of Parents and Local Governments to Primary and Vocational Schools in Targeted Areas.

Indicator 3: Number of Actions Taken by Local Entities in support of Targeted Primary Schools.

Local entities in this case are the School Management Committees (SMCs) and the Parents Associations (APEs). In the EDDI schools, the SMCs have tended to coopt the functions of the preexisting APEs. The principal difference is the expansion of the APEs to include teachers and community dignitaries, in addition to parents. There does not seem to be an effective participation by pupils.

The actions undertaken by the SMCs and the APEs and tallied in Table 3.5 below are the following : (1) participation in the construction, rehabilitation, or repair of classrooms or other elements of infrastructure ; (2) equipment construction ; (3) sanitation ; (4) consciousness-raising and information ; (5) monetary contributions among members ; and (6) provision of lodging to JOG facilitators. These actions are added together for the period running from the beginning of school in October 2001 to mid-March 2002, a period of approximately 5 months.

Table 3.5. : Number of Actions Undertaken by Local Entities

Region	School Location	Number of Actions Undertaken by the SMCs in 2001-2002	Number of Actions Undertaken by the APEs in 2001-2002	Total Number of Actions Undertaken in 2001-2002
Louga	Pete Ouarack	21	18	39
	Bellakho	39	13	52
	Kanene Ndiob	21	15	36
	Gassane	5	11	16
	Kadji Madia	48	43	91
	Artillerie	46	47	93
	Total Louga	180	147	327
Diourbel	Sambe	7	7	14
	Nderep	19	22	41
	Ndondol	7	14	21
	Gouye Gui	45	45	90
	Gawane	18	18	36
	Sessene	7	9	16
	Total Diourbel	103	115	218

Fatick	Mbellacadio	8	8	16
	Sagne	13	3	16
	Koular Soce	10	6	16
	Nema Nding	30	14	44
	Darou Gueye	19	24	43
	Ndiagne Kahone	18	12	30
Total Fatick		98	67	165
Dakar	Pikine 23 A	30	--	30
	Pikine 23 B	3	--	3
	Pikine 20 A	16	15	31
	Pikine 20 B	48	--	48
	Pikine 7 A	8	5	13
	Pikine 7 B	8	23	31
	Colobane Lansar A	14	15	29
	Colobane Lansar B	19	15	34
	Malika Recepteur	30	11	41
	Mamadou Mady Ndiaye	12	16	28
	Khar Yalla	31	16	47
	Grand Medine	24	31	55
Total Dakar		243	147	390
TOTAL	30 Primary Schools	624	476	1100

It can be assumed that most of the APE activities are already counted as actions under the SMCs, although in 10 cases of 30 (33%) there appear to be activities carried out by APEs beyond those of the SMC. Nevertheless, because of the confusion between these two entities, it is recommended that in future only the count of SMC actions be used in the calculation of this indicator. In Table 3.5 above, the figure of 624 SMC actions is thus proposed as the relevant indicator of community involvement. This is an average of about 21 actions for each school, or about one action every week per school over the 5-month period.

Intermediary Result # 1.1: Increased Awareness of Parents of the Importance of Education, Especially for Girls, and of Their Roles and Responsibilities

Indicator 4 : *Percentage of Parents Favorable to Education in General and Girls' Education in Particular (15 rural schools).*

The survey team covered in all a total of 2,053 compounds in the three interior regions covered by the JOG project : Louga, Fatick, and Diourbel. It is within the framework of the household survey that the data on the attitude of parents regarding education in general and the education of girls in particular were collected.

In each compound the enumerators insisted on speaking with an adult (man or woman), who could be the head of compound or his representative. According to our definition of the question, the

attitude of parents with regard to the education and schooling of girls can be either favorable or unfavorable. It was necessary, therefore, to devise a series of questions that would determine whether a respondent was favorable or not to girls education.

The series of 5 questions that allow the calculation of this indicator is as follows :

1. You have a school-age child ; would you choose to enroll the child in school ? Yes or No?
2. You have a boy and a girl of school age, is it as important for you to enroll the girl as the boy ? (1) Yes ; (2) No ; (3) Indifferent.
3. You have a boy and a girl in school and you are forced to take one of them out for financial reasons, would you choose to take out : (1) the girl ; (2) the boy.
4. Do you think that girls should go as far in school as boys? Yes or No.
5. You have a girl of marriageable age who is in school, would you choose to: (1) let her continue her studies ; (2) stop her studies to get married ; (3) let her combine marriage and school.

In order for a parent to be favorable to the education of his/her daughter, it was necessary to respond by :

- Yes--to Question 1
- Yes, or indifferently--to Question 2
- The boy--to Question 3
- Yes—to Question 4
- 1 or 3—to Question 5

Responses were collected from 1,924 families out of the 2,053 surveyed, and the results are as follows :

Question #1 : In response to Question # 1, 97% of the respondents choose to send their school-age child to the formal (French) school, while only 3% answer negatively.

Question #2 : In response to the question of whether one should enroll the girl or the boy in school, 9% of respondents prefer to send their girl, while 11% prefer the boy, and the remaining 80% are indifferent in regard to the child's sex.

Question #3 : Regarding the question of whether a parent would withdraw the girl or the boy from school in case of financial difficulty, 73% of respondents prefer to withdraw the girl, while 27% would choose to withdraw the boy.

Question #4 : Some 99.5% of respondents feel that girls should go as far in school as boys.

Question #5 : In respect to their attitude toward their marriage-age daughter still in school : 69% of respondents prefer to let her continue her studies, 9% of respondents prefer to stop her studies, and 21 % of respondents would chose to combine studies with marriage.

In the case of financial difficulty, parents said they would prefer to keep their sons at school and to withdraw their daughters:

- 1,670 parents, or slightly less than 87 %, are not in favor of maintaining their girls
- 254 parents, or about 13 %, are in favor of educating their girls.

Table 3.6 below presents the breakout of responses by school and by region.

Table 3.6. : Percentage of Parents Favorable to the Education of their Daughters

Region	School Zones	Number of Parents Favorable to Girls Education	Total Number of Parents Responding to Questions on Attitude	Percentage of Parents Favorable to Girls Education
Louga	Pete Ouarack	12	78	15.4 %
	Bellakho	5	105	4.8 %
	Kanene Ndiob	18	141	12.8 %
	Gassane	33	256	12.9 %
	Kadji Madia	14	98	14.3 %
Total Louga		82	678	12.1 %
Diourbel	Sambe	18	176	10.2 %
	Ndrep	20	168	11.9 %
	Ndondol	26	286	9.1 %
	Gouye Gui	12	98	12.2 %
Total Diourbel		76	728	10.4 %
Fatick	Mbellacadio	33	200	16.5 %
	Sagne	24	105	22.9 %
	Koular Soce	16	89	18.0 %
	Nema Nding	16	61	26.2 %
	Darou Gueye	4	30	13.3 %
	Ndiagne Kahone	3	33	9.1 %
Total Fatick		96	518	18.5 %
TOTAL	15 Rural Schools	254	1924	13.2 %

Comments

Generally speaking, we see that changes are occurring within families with respect to the education of girls and women. Yet these changes are slow ; in other words, there still exist some blockages that seem to brake progress toward a greater participation of girls and women in education and in development.

What is more remarkable is that almost everywhere changes in thinking and behavior were noticed, as indicated by the results of the survey regarding parental attitudes toward girls' education and keeping them in school. The vast majority of parents surveyed (97%) accept enrolling their school-age child in school, and a sizeable share of them (80%) place the same importance on enrolling their girl as on enrolling their boy.

Almost all parents (99.5%) think that girls should go as far as boys in school. However, when there is a financial problem a majority of respondents (73%) prefer to withdraw their girl instead of the boy. Finally, only a small minority of parents (9%) believe that a girl should stop her education when reaching marriage age.

Key Intermediary Result # 2: Improved Environment in Targeted Primary Schools

Indicator 5: *Number of Schools Meeting Minimum Standard of Quality.*

According to the definition given to this indicator, an EDDI school must satisfy a series of 4 criteria of quality : (i) functioning toilets ; (ii) running water ; (iii) an enclosure wall around the school ; and (iv) a complete stock of school materials. The number of toilets, or the ratio of toilets to pupils, is not taken into account here, nor is the exact amount of school materials per pupil. The answer is thus « yes or no », and it is necessary to fulfill all the 4 criteria of quality for a school to be considered as satisfying the minimal standards.

According to Table 3.7 below, only 18 schools out of the 30 (60%) in the EDDI program currently satisfy all conditions considered to be minimal. The indicateur seems appropriate to monitor this aspect of program progress in the future.

Table 3.7. : Number of Schools Meeting Minimum Standards

Region	School Location	Functionning Toilets	Running Water	School Enclosure	Scolastic Materials	Satisfaction of Minimum Standards
Louga	Pete Ouarack	Oui	Oui	Oui	Oui	Oui
	Bellakho	Oui	Oui	Oui	Oui	Oui
	Kanene Ndiob	Oui	Oui	Oui	Oui	Oui
	Gassane	Oui	Oui	Oui	Oui	Oui
	Kadji Madia	Non	Oui	Non	Oui	Non
	Artillerie	Oui	Oui	Oui	Oui	Oui
Diourbel	Sambe	Oui	Oui	Oui	Oui	Oui
	Nderep	Oui	Oui	Oui	Oui	Oui
	Ndondol	Oui	Oui	Oui	Oui	Oui
	Gouye Gui	Oui	Oui	Oui	Oui	Oui
	Gawane	Oui	Oui	Oui	Oui	Oui
	Sessene	Oui	Oui	Oui	Oui	Oui
Fatick	Mbellacadio	Non	Oui	Oui	Non	Non
	Sagne	Non	Non	Non	Oui	Non
	Koular Soce	Non	Non	Non	Oui	Non

	Nema Nding	Non	Non	Non	Non	Non
	Darou Gueye	Non	Non	Non	Oui	Non
	Ndiagne Kahone	Oui	Non	Non	Non	Non
Dakar	Pikine 23 A	Non	Non	Non	Non	Non
	Pikine 23 B	Oui	Oui	Oui	Oui	Oui
	Pikine 20 A	Non	Oui	Oui	Non	Non
	Pikine 20 B	Non	Oui	Oui	Oui	Non
	Pikine 7 A	Oui	Oui	Non	Non	Non
	Pikine 7 B	Oui	Oui	Oui	Oui	Oui
	Colobane Lansar A	Oui	Oui	Oui	Oui	Oui
	Colobane Lansar B	Oui	Oui	Oui	Oui	Oui
	Malika Recepteur	Oui	Oui	Oui	Oui	Oui
	Mamadou Mady Ndiaye	Oui	Oui	Oui	Oui	Oui
	Khar Yalla	Oui	Non	Oui	Oui	Non
	Grand Medine	Oui	Oui	Oui	Oui	Oui
TOTAL	30 Primary Schools	21 (70%)	23 (76.7%)	22 (73.3%)	24 (80%)	18 (60%)

Indicator 6 : Number of Teachers that Applied Gender Sensitive Approach to Education.

The approach to the calculation of this indicator poses some problems. According to the PMP, in order to count teachers as using a gender-sensitive approach, a series of criteria has to be satisfied, such as the use of an acceptable observation matrix, presence of a gender club in the school, and the holding of discussions on gender with community members.

It was found that in the questionnaire for teachers the presence or absence of a gender club was a matter of school decision and not a teacher's decision. Therefore, certain teachers responded in the affirmative, others in the negative. That question has not been retained.

As can be seen in Table 3.8 below, the number of teachers using a gender approach varies according to the respondent. If the school director answers the question, the response is quite favorable: 243 of 273 (89%) of the teachers use a gender sensitive approach. The response is even more favorable when the teachers themselves answer the same question : 221 out of the 232 teachers (95.3%) consider that they use a gender sensitive approach in their teaching.

Table 3.8. : Number of Teachers Applying a Gender Approach

Region	School Location	Number of Teachers Using a Gender Approach According to Teachers (N=232)	Number of Teachers Using a Gender Approach According to Directors (N=273)
Louga	Pete Ouarack	4	4
	Bellakho	6	6
	Kanene Ndiob	5	3
	Gassane	5	9

	Kadji Madia	5	8
	Artillerie	14	15
Diourbel	Sambe	7	7
	Nderep	9	9
	Ndondol	10	11
	Gouye Gui	4	4
	Gawane	13	14
	Sessene	6	5
Fatick	Mbellacadio	8	9
	Sagne	6	6
	Koular Soce	4	4
	Nema Nding	6	6
	Darou Gueye	2	3
	Ndiagne Kahone	0	1
Dakar	Pikine 23 A	9	12
	Pikine 23 B	6	7
	Pikine 20 A	10	0
	Pikine 20 B	9	12
	Pikine 7 A	12	14
	Pikine 7 B	11	14
	Colobane Lansar A	6	12
	Colobane Lansar B	7	7
	Malika Recepteur	7	9
	Mamadou Mady Ndiaye	11	12
	Khar Yalla	9	12
	Grand Medine	10	8
TOTAL	30 Primary Schools	221 (95.3%)	243 (89.0%)

In reality, the proportion of teachers using an observation matrix or holding meetings on gender with community members is limited to about 51%, as is indicated in Table 3.9 below. It seems obvious that the last two measures are far more likely to reflect the real level of attention that teachers give to gender. Moreover, the shortfall in these indicators calls for further work in the area of gender sensibility.

Tableau 3.9. : Number of Teachers Using an Observation Matrix or Holding Community Meetings on Gender

Region	School Location	Number of Teachers Using an Observation Matrix (N=232)	Number of Teachers Holding Meetings on Gender (N=238)
Louga	Pete Ouarack	4	3
	Bellakho	4	3
	Kanene Ndiob	4	3
	Gassane	2	1
	Kadji Madia	3	5
	Artillerie	9	8

Diourbel	Sambe	7	7
	Nderep	8	9
	Ndondol	7	9
	Gouye Gui	1	0
	Gawane	8	12
	Sessene	1	6
Fatick	Mbellacadio	2	5
	Sagne	3	4
	Koular Soce	2	6
	Nema Nding	6	3
	Darou Gueye	0	1
	Ndiagne Kahone	0	1
Dakar	Pikine 23 A	6	4
	Pikine 23 B	1	2
	Pikine 20 A	3	3
	Pikine 20 B	5	6
	Pikine 7 A	5	1
	Pikine 7 B	1	1
	Colobane Lansar A	0	1
	Colobane Lansar B	2	1
	Malika Recepteur	2	2
	Mamadou Mady Ndiaye	8	4
	Khar Yalla	8	8
	Grand Medine	7	3
TOTAL	30 Primary Schools	119 (51.3%)	121 (50.8%)

The indicator used in the future could be : (1) a combination of the two percentages in Table 3.9 ; or (2) a calculation of the percentage of teachers who use an observation matrix **and** who have held meetings ; or (3) an appraisal of the matrices used by teachers to judge their quality. It would seem that if teachers were seriously interested in using a gender approach, they would use the official matrix or at the very least would have designed something to replace it.

Intermediate Result # 2.1: Increased Sensitivity of Teachers in Gender Issues in Targeted Schools

Indicator 7: *Number of Teachers Trained in Gender/Equity Issues*

The number of teachers trained in gender is already 95.6% of the total, according to the results of the surveys, and as indicated in Table 3.10 below. Obviously, nothing in this indicator indicates the quality of this training, nor the level of sensitivity achieved. What is more, the fact the virtually all teachers are already trained in gender leaves little room for significant change in this indicator in the future.

In order to appraise teachers' appreciation of gender issues, it would be more relevant to use the indicators of Table 3.9, which show quite well the desire to take action after the training.

Table 3.10 : Number of Teachers Trained in Gender

Region	School Location	Number of Teachers Trained in Gender
Louga	Pete Ouarack	4
	Bellakho	6
	Kanene Ndiob	3
	Gassane	7
	Kadji Madia	8
	Artillerie	12
Diourbel	Sambe	7
	Nderep	9
	Ndondol	11
	Gouye Gui	2
	Gawane	14
	Sessene	6
Fatick	Mbellacadio	8
	Sagne	6
	Koular Soce	4
	Nema Nding	6
	Darou Gueye	1
	Ndiagne Kahone	1
Dakar	Pikine 23 A	12
	Pikine 23 B	9
	Pikine 20 A	14
	Pikine 20 B	12
	Pikine 7 A	15
	Pikine 7 B	14
	Colobane Lansar A	12
	Colobane Lansar B	8
	Malika Recepteur	9
	Mamadou Mady Ndiaye	14
	Khar Yalla	14
	Grand Medine	13
TOTAL	30 Primary Schools	261 (95.6%)

To recapitulate, the information contained in the three preceding tables (Tables 3.8 to 3.10), shows that 261 teachers have received the gender training provided by the JOG Project, and some 243 of these (93.1%) are considered sensitive to gender by the school directors. This means that 18 of the teachers trained (6.9%), according to their director, have remained unaffected. Among those who had been trained, 89% were considered gender sensitive by their directors and 95% by the teachers themselves. These percentages seem too high.

Indeed, the number of teachers using an observation matrix or holding meetings on gender with community members is quite low (51%) compared to the number trained or considered as sensitive to gender. It would be better to judge teacher sensitivity to gender issues by their actions rather than

by their words. One could appropriately consider them gender sensitive if, once trained, they show a willingness to use the training to appraise and affect their environment.

Intermediate Result # 2.2 : Improved Physical Infrastructure in Targeted Schools

Indicator 8 : Number of Schools with Functioning Sanitary Facilities

As in the appraisal of minimal quality standards indicated in Table 3.7, in respect to the existence of sanitary facilities in EDDI schools, the answer is either « yes » or « no ». In order to be considered as having adequate sanitary services a school must possess both functioning toilets and running water. The number of functioning toilets or faucets is not taken into account. Running water was chosen as a condition, because almost all schools have some source of drinking water.

It turns out that 19 out of the 30 EDDI schools (63.3%) satisfy the criteria for adequate sanitary facilities, and some 21 schools out of 30 (70%) have functioning toilets, while 23 out of 30 (76.6%) have running water.

Table 3.11. : Schools with Functional Sanitary Facilities

Region	School Location	Schools with Functioning Toilets	Schools with Running Water	Schools Having Adequate Facilities
Louga	Pete Ouarack	Yes	Yes	Yes
	Bellakho	Yes	Yes	Yes
	Kanene Ndiob	Yes	Yes	Yes
	Gassane	Yes	Yes	Yes
	Kadji Madia	No	Yes	No
	Artillerie	Yes	Yes	Yes
Diourbel	Sambe	Yes	Yes	Yes
	Nderep	Yes	Yes	Yes
	Ndondol	Yes	Yes	Yes
	Gouye Gui	Yes	Yes	Yes
	Gawane	Yes	Yes	Yes
	Sessene	Yes	Yes	Yes
Fatick	Mbellacadio	No	Yes	No
	Sagne	No	No	No
	Koular Soce	No	No	No
	Nema Nding	No	No	No
	Darou Gueye	No	No	No
	Ndiagne Kahone	Yes	No	No
Dakar	Pikine 23 A	No	No	No
	Pikine 23 B	Yes	Yes	Yes
	Pikine 20 A	No	Yes	No
	Pikine 20 B	No	Yes	No
	Pikine 7 A	Yes	Yes	Yes
	Pikine 7 B	Yes	Yes	Yes
	Colobane Lansar A	Yes	Yes	Yes
	Colobane Lansar B	Yes	Yes	Yes

	Malika Recepteur	Yes	Yes	Yes
	Khar Yalla	Yes	No	No
	Mamadou Mady Ndiaye	Yes	Yes	Yes
	Grand Medine	Yes	Yes	Yes
TOTAL	30 Primary Schools	21 (70%)	23 (76.7%)	19 (63.3%)

The above indicator (Table 3.11) is certainly valid and useful, but it repeats a part of the information already presented for Key Intermediate Result 2 in Table 3.7. Nevertheless, its use is somewhat different in the two cases.

Intermediate Result # 2.3 : Increased Access to Educational Materials in Targeted Schools

Indicator 9 : *Percentage of Students Who Have Basic School Supplies*

This indicator could not be evaluated adequately in the context of this study. It was only possible to verify if the supplies had arrived or not in the classrooms of the EDDI schools, and this was done by means of a question put to the teachers. All teachers responded to a question on whether or not the stock of supplies had indeed come into their possession. It was not possible to verify if each teacher received a complete stock, and it would have been difficult to have them estimate the exact percentage received of this stock or the degree to which it was able to satisfy the needs of their pupils. Such a survey would take much more time than was available to the enumerators this time around.

Nevertheless, it turned out that 7 teachers out of 235 (3%) in 6 schools answered in the negative, indicating that they had not received the stock of school supplies. In Table 3.12 below, the percentage of coverage is an estimation based directly on the percentage of teachers responding in the affirmative.

This measure is very approximate and does not respond to the question of whether pupils have access to a complete stock of supplies in each classroom, and, if not, what is the proportion of pupils who have access to an adequate quantity and what proportion of pupils is excluded. The situation gets more complicated by the fact that this stock of supplies is kept as a bank of emergency materials to complement the supplies that the pupils themselves are capable of bringing to their classes. At least, this is how the teachers and school directors explained the function and use of these school supplies banks.

Table 3.12 : Percentage of Teachers Having Received the Basic School Supplies

Region	School Location	Number of Teachers with Materials	Number of Teachers Without Materials	Approximate Percentage of Coverage
Louga	Pete Ouarack	4	0	100 %
	Bellakho	6	0	100 %
	Kanene Ndiob	5	0	100 %
	Gassane	7	0	100 %
	Kadji Madia	5	0	100 %
	Artillerie	15	0	100 %
Diourbel	Sambe	7	0	100 %
	Nderep	8	0	100 %
	Ndondol	11	0	100 %
	Gouye Gui	4	0	100 %
	Gawane	13	0	100 %
	Sessene	6	0	100 %
Fatick	Mbellacadio	7	1	87.7%
	Sagne	4	0	100 %
	Koular Soce	5	0	100 %
	Nema Nding	5	1	80%
	Darou Gueye	2	0	100 %
	Ndiagne Kahone	1	1	50%
Dakar	Pikine 23 A	10	0	100 %
	Pikine 23 B	9	1	88.9%
	Pikine 20 A	7	3	57.1%
	Pikine 20 B	9	0	100 %
	Pikine 7 A	12	1	91.7%
	Pikine 7 B	10	0	100 %
	Colobane Lansar A	10	0	100 %
	Colobane Lansar B	7	0	100 %
	Malika Recepteur	7	0	100 %
	Khar Yalla	9	0	100 %
	Mamadou Mady Ndiaye	11	0	100 %
	Grand Medine	12	0	100 %
TOTAL	30 Primary Schools	228	7	97 %

Even if an estimation of the proportion of students with access to a complete stock of school supplies could be made, there remains the problem that almost all teachers have already received their supply. It is thus likely that the value of this indicator will no longer rise, and it inevitably risks heading back down before the SMCs can collect money to renew the stock. The value for this indicator will thus likely take on a cyclical movement.

Intermediate Result # 2.4 : Introduction of Relevant Life Skills Modules in Targeted Schools

Indicator 10: *Number of Life Skills Modules Implemented*

The life skills modules have been developed by TOSTAN and introduced into the EDDI primary schools. However, all schools do not yet use all 4 modules, some having been introduced as a pilot effort. As a result, the number of modules utilized in classrooms is quite variable, running from 0 to 4 modules, as shown in Table 3.13 below.

The modules used at present are those on : (1) Hygiene and Health ; (2) Problem Resolution ; (3) Human Rights ; and (4) Democracy. In the future TOSTAN intends to develop at least two more, to wit : (5) Environment, and (6) Initiation to a Productive Life.

Questions on the use and number of modules used were directed to teachers in the teacher questionnaire. There was occasionally confusion between chapters or thematic sections of the modules developed by TOSTAN and the different modules themselves. The questions referred to use of modules in the final two years (CM1 and CM2) and were directed to the concerned teachers.

As can be seen in Table 3.13 below, in 16 out of the 30 EDDI schools (53.3%), teachers responded in the negative; that is, they do not use the life skills modules. This does not mean that the schools did not receive some modules; only that the teachers do not use them with their students in CM 1-2.

In the 14 remaining schools, where the teachers do make use of the modules, 3 schools (10%) use 1 module, 4 schools (13.3%) use 2, 5 schools (16.7%) use 3, et 2 schools (6.7%) use all 4 of the modules.

Table 3.13: Number of Life Skills Modules Implemented

Region	School Location	Number of Modules Used in the School
Louga	Pete Ouarack	2
	Bellakho	2
	Kanene Ndiob	0
	Gassane	1
	Kadji Madia	0
	Artillerie	0
Diourbel	Sambe	0
	Ndrep	4
	Ndondol	0
	Gouye Gui	2
	Gawane	1
	Sessene	0
Fatick	Mbellacadio	4
	Sagne	3
	Koular Soce	0
	Nema Nding	3

	Darou Gueye	0
	Ndiagne Kahone	0
Dakar	Pikine 23 A	0
	Pikine 23 B	0
	Pikine 20 A	3
	Pikine 20 B	0
	Pikine 7 A	1
	Pikine 7 B	2
	Colobane Lansar A	0
	Colobane Lansar B	0
	Malika Recepteur	0
	Khar Yalla	0
	Mamadou Mady Ndiaye	3
	Grand Medine	3
TOTAL	30 Primary Schools	From 0 to 4 modules used Average : 1.7

It remains to be seen what this indicator seeks to measure. The assumption seems to be that once developed these modules are used in all the CM1-2 classes in the 30 EDDI schools. This is obviously not the case.

If the indicator seeks to count the total number of modules developed by TOSTAN and used somewhere in the EDDI schools, the number is 4. This seems to be the intention of the PMP. If, on the other hand, the indicator is targeting the use of at least one of the modules in the schools, the number of participating schools is 14, or 46.7%. If the objective is to see how many schools use how many modules, the average for all schools now lies at 1.7 modules per school. The fact that a good number of teachers do not use these modules remains to be clarified.

B. Results and Indicators Targeting the CRETEF/CETEF

Key Intermediate Result # 3: Improved Learning Environment in Targeted Vocational Training Centers

Indicator 11 : *Amount of Internally Generated Earnings (CFA F)*

It was possible to establish the amount of revenues generated by diverse activities in the Vocational Centers, including services, except in the case of the Pikine CETEF, where the director, new in 2001-2002, found no trace of such a fund on her arrival. The totals represent the amounts generated during the course of 2000-2001.

As indicated in Table 3.14 below, the 4 EDDI Centers generated a total of 761,600 CFA F in 2000-2001, that is, an average of 190,400 F per Center.

Table 3.14: Amount of Internally Generated Earnings (CFA F)

Vocational Center	Amount Generated in 2000-01(CFA F)	Amount Reinvested (CFA F)
CRETEF in Louga	340,000	340,000
CRETEF in Fatick	131,000	72,825
CETEF in Bambey	290,600	220,100
CETEF in Pikine	0 *	0 *
Total for Centers	761,600	632,925
Average for Centers	190,400	158,231

* The new director believes the amount was zero.

Indicator 12: *Number of Centers Meeting Minimum Vocational Training Quality Standards*

The PMP indicates that the index for minimum standards of quality in vocational training should include the proportion of final-year girls receiving internships, the number of life skills modules taught, and the number of teachers trained in innovative techniques. Nevertheless, the PMP does not give any guidance on the levels to be attained for each indicator, nor on the means by which they are to be combined to establish a quality scale, or at the very least, a combination indicating a satisfactory level of quality overall.

As in the case of the EDDI primary schools (cf. Table 3.7), it is proposed that a Vocational Center must satisfy all 3 quality criteria to be considered as satisfying the minimal standards. However, the response is no longer one of the presence or absence (yes or no) of a variable, but should depend on a more refined definition of desired values for these indicators. This definition has not yet been established by the EDDI Program, except in the case of modules where the number should be 4.

For the moment, since no Center was able to certify the number of girls receiving an internship in their final year in 2000-2001, it is obvious that no Center is yet capable of being classified as satisfying minimal quality standards.

Table 3.15: Number of Centers Meeting Minimum Vocational Training Quality Standards

Vocational Center	Proportion of Girls in 3rd Year with an Internship (2000 – 2001)	Number of Life Skills Modules Taught	Number of Teachers Trained in Innovative Techniques	Satisfaction of Minimum Quality Standards
CRETEF in Louga	0% *	4	9 of 16 (56%)	No
CRETEF in Fatick	0 %	3	6 of 8 (75%)	No
CETEF in Bambey	0 %	1	4 of 7 (57%)	No
CETEF in Pikine	0 %	1	7 of 11 (64%)	No
Average per Center	0%	2.3	26 of 42 (62%)	0 of 4

* The director claims not to remember the number.

Intermediate Result # 3.1 : Improved Physical Infrastructure in Targeted Centers

Indicator 13: *Number of Centers with Functioning Sanitation Facilities*

As in the appraisal of minimal quality standards indicated in Tables 3.7 and 3.11, with respect to the existence of sanitary facilities in EDDI Vocational Center, the answer is either « yes » or « no ». In order to be considered as having adequate sanitary services a Center must possess both functioning toilets and running water. The number of functioning toilets or faucets is not taken into account.

As indicated in Table 3.16, all 4 of the Vocational Centers have functioning toilets and running water. In the future, this indicator should take into account the number of students per functioning toilet, as well as the number of students per water faucet. For this to have meaning, the criteria for satisfactory availability per student should be developed by the EDDI Program. At the present time, this is not yet the case.

Table 3.16: Number of Centers with Functioning Sanitation Facilities

Vocational Center	Functioning Toilets	Running Water	Adequate Sanitary Services
CRETEF in Louga	Yes	Yes	Yes
CRETEF in Fatick	Yes	Yes	Yes
CETEF in Bambey	Yes	Yes	Yes
CETEF in Pikine	Yes	Yes	Yes

Intermediate Result # 3.2 : Increased Equipment in Targeted Centers

Indicator 14 : *Ratio of Functioning Sewing Machines Available to Final-Year Students of the Sewing Section*

The PMP proposes this indicator as proxy for the whole set of equipment and tools necessary to assure each Center a satisfactory set of equipment for its students. The second function for this indicator is to monitor the degree of availability and functionality of these same machines in the future.

The JOG Project delivered 5 electric sewing machines to the Centers in 2001.

The PMP does not indicate what would be an optimal or minimal ratio of students per machine. In this case, as Table 3.17 indicates, the ratio varies from 0 in Bambey (no sewing section students in the last year, but presence of the 5 machines) to 4 in Louga, running through 3 and 3.3 for Pikine and Fatick, respectively.

These ratios appear satisfactory, but there will be a tendency for this indicator to fall in the future, as machines become obsolete or through the growth in the number of students who wish to take advantage of the presence of this equipment.

As in the case of school materials (Indicator 9 et Table 3.12), an indicator such as this one that measures a situation already satisfied (delivery of school materials or sewing machines) can only fall before rising again in future. The value of this indicator will thus tend to have a cyclical movement, not a linear one.

Table 3.17: Ratio of Functioning Sewing Machines Available to Final-Year Students of the Sewing Section

Vocational Center	Functioning Sewing Machines for the Final Year *	Final Year Students in the Sewing Section	Number of Students per Sewing Machine
CRETEF in Louga	2	8	4
CRETEF in Fatick	3	10	3.3
CETEF in Bambey	5	0	0
CETEF in Pikine	4	12	3
Total	14	30	2.1

* Refers to the number of electric sewing machines.

Intermediate Result # 3.3: Introduction and/or Enhancement of Complementary, Relevant Life Skills Modules in Targeted Vocational Training Centers

Indicateur 15: Number of Adolescent Life Skills Modules Implemented in Targeted Vocational Training Centers

The TOSTAN adolescent life skills modules are also for use in the Vocational Centers. As in the CM1 and CM2 classes, the same number of modules is not used in each Center (cf. Table 3.13).

The number of modules taught is presented in Table 3.18 below. The survey did not attempt to elucidate the reasons for these differences, but limited itself to documenting the implementation of modules.

Table 3.18: Number of Adolescent Life Skills Modules Implemented in Training Centers

Vocational Center	Number of Life Skills Modules Taught
CRETEF in Louga	4
CRETEF in Fatick	3
CETEF in Bambey	1
CETEF in Pikine	1
Modules used	From 1 to 4

Average of Modules per Center	2.3
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Intermediate Result # 3.4: Improved Collaboration Between Private Sector and Targeted Vocational Training Centers

Indicator 16 : *Number of Internship Positions Provided to Girls*

According to the results of the survey of Vocational Center directors presented in Table 3.19 below, the students in most Centers did not have access to internships in 2000-2001. In one case (Louga), the director does not remember the number, but remembers that there were some short internships of 15 hours. It remains to be seen if these last activities can qualify as internships in future data collection rounds.

This PMP indicator should be accompanied by a definition of the types of activities to be counted as internships. It might also be more useful to compare the number of internships by type to the number of students seeking them in each year of study.

Table 3.19: Number of Internships Received by Students

Vocational Center	Number of Internships Received
CRETEF in Louga	0 *
CRETEF in Fatick	0
CETEF in Bambey	0
CETEF in Pikine	13
Total	13
Average per Center	3.3

* The director claims not to remember.

Intermediate Result # 3.5 : Improved Skills Among Vocational Centers' Teaching Staff

Indicator 17 : *Number of Teachers Who Attended Training Sessions on the Targeted New Skill Areas*

As indicated in Table 3.20 below, the number of teachers trained in the new skill areas of food processing and preservation reached a total of 26. This represents 62 % of the 42 teachers. All Centers have participated in this training conducted by ADEF/Afrique in the context of the JOG Project.

Table 3.20 : Number of Teachers Trained in the New Skill Areas

Vocational Center	Number of Teachers Trained in the New Skills Areas
CRETEF in Louga	9
CRETEF in Fatick	6
CETEF in Bambey	4
CETEF in Pikine	7
TOTAL	26 (62%)

Summary of Indicators

Table 3.21 below summarizes the values of the 17 indicators of the PMP for the EDDI Program.

Table 3.21: Recapitulation of the EDDI Indicators

Special Objective and Intermediate Results	Indicator	Indicator Value in March 2002	Observations
Objectif Spécial (SPO)	1. Gross Admission Rate for Girls	25.6 %	Under estimation of about 15 % (quite variable)
	2. 15-year old Girls With Some Educational Exposure	38.6 %	
Key Intermediate Result # 1	3. Number of Actions Taken by Local Entities (SMCs et APEs)	1100	Double count probable in the majority of cases.
Intermediate Result # 1.1	4. Percentage of Parents Favorable to Girls Education	13.2 %	
Key Intermediary Result # 2	5. Number of Schools Meeting Minimum Quality Standards	18 (60%)	Toilets, running water, enclosures, and school materials.
	6. Number of Teachers Applying Gender Sensitive Approach	119 (51.3 %) -- or -- 121 (50.8 %)	Based on the number of teachers using an observation matrix or holding local meetings.
Intermediate Result # 2.1	7. Number of Teachers Trained in Gender	261 (95.6%)	Includes some school directors.
Intermediate Result # 2.2	8. Number of Schools with Functioning Sanitary Facilities	19 (63.3%)	Toilets and running water.
Intermediate Result # 2.3	9. Percentage of	97%	Very approximate

	Students with Basic School Supplies		indicator based on teachers.
Intermediate Result # 2.4	10. Number of Life Skills Modules Implemented	0 to 4—depending on the school Average of 1.7 per school	
(CRETEF/CETEF) Key Intermediate Result # 3	11. Amount of Internally Generated Earnings	Total : 761,600 CFA F Average : 190,400 CFA F	
	12. Number of Centers Meeting Minimum Vocational Training Quality Standards	0 of 4	
Intermediate Result # 3.1	13. Number of Centers with Functioning Sanitation Facilities	4 of 4	
Intermediate Result # 3.2	14. Ratio of Sewing Machines to Number of Final Year Students in Sewing Section	Average of 2.1 students per machine (4 Centers)	
Intermediate Result # 3.3	15. Number of Adolescent Life Skills Modules Implemented	From 1 to 4 – depending on the Center) Average = 2.3 per Center	
Intermediate Result # 3.4	16. Number of Internships Received by Students	13	Memories vague. Problem of definition. Only 1 Center reports activity.
Intermediate Result # 3.5	17. Number of Teachers Trained in the New Skill Areas	26 of 42 (62%)	

IV. PARTICIPATION AND SATISFACTION OF THE TARGET GROUPS

The objective sought in this chapter is to study in depth the degree of participation and satisfaction of the different target groups, all partners in the EDDI Initiative.

This concerns teachers grouped in teaching teams, students, School Management Committees (SMCs), Parents Associations (APEs), et parents in their households.

For each target group, it was necessary naturally to define an appropriate survey strategy that would allow us to measure efficiently members' participation in and satisfaction with the project.

Thus, with the exception of the families, whose attitude (favorable or unfavorable) with respect to the education and schooling of girls necessitated a survey of 2,053 compounds, and teachers, who received a questionnaire targeted to them, the participation and satisfaction of the remaining target

groups were determined through *focus groups* composed of at least 6 persons (normally equally divided by gender), and sometimes with relatively large groups, depending on the situation.

A.- The School Management Committee (SMC)

Under the JOG education strategy, SMCs play a very important role. The idea is to invite local communities to get more involved in school management.

Role, Responsibilities, and Composition of the SMCs

School Management Committees have the following key roles:

- mobilize actors and partners behind the objectives of the project to develop the school,
- mobilize and manage the resources necessary to attain project objectives,
- support the adoption of structural and pedagogical innovations, notably the linkage of the formal and non formal,
- promote training activities for both SME members and teaching staff.

In its composition, theoretically at least, the SMC is composed of local authorities, education department staff, teaching staff, the APE, the ASC, Women's Promotion Groups (GPF). In short, the SMC includes members from all local walks of life.

Following the creation of SMCs, the JOG Project took charge of training them in leadership and management, which allows them in principle to be able to coordinate the whole process of selection of contractors charged with construction/rehabilitation of existing infrastructure, to manage the school materials banks, and to monitor the construction and rehabilitation civil works that take place in their schools.

In order to determine the participation of the SMCs in school life, we began by looking at a certain number of activities, which enabled us to measure the degree of participation of these Committees. We considered therefore the following activities :

- construction/rehabilitation
- consciousness raising
- monetary contributions (collections)
- equipment making
- sanitation
- committee meetings
- petty cash
- number of JOG facilitators provided with lodging

We proceeded in the same way to measure their level of satisfaction with regard to the project.

Once again, this took place by means of *focus groups*, whose composition varied from school to school and from one committee to another. The smallest sized group was composed of 3 members,

and this was found in Artillerie, Kanene Diob, and Khar Yalla, whereas the largest group (25 members with a majority of women) was in Sessene in the commune of Diourbel.

Participation in School Life

Table 4.1 below shows the number of actions by type and by school undertaken by School Management Committees during the 2001-2002 school year (up to mid-March). The results here are used to track Indicator 3 of Table 3.5.

Table 4.1: Participation of SMCs in School Life

Education District	School	Construction and Rehabilitation	Consciousness Raising and Information	Money Collection	Equipment Making	Sanitation Actions	Meetings Held	Money in Cash Box (F CFA)	Number of JOG Facilitators Lodged
Diourbel	Sambe	1	1	1	1	1	4	85 000	2
	Sessene	1	1	1	1	3	1	65 000	0
Bambey	Ndondol	0	2	1	1	1	2	100 000	2
	Nderep	3	4	0	4	6	4	68 000	2
Mbacké	Gouye-Gui	1	30	6	4	2	2	100 000	2
	Gassane	6	2	4	0	4	1	86 500	2
Total Diourbel		12	40	13	11	17	14	504 500 Av. = 84 083	10
Fatick	Sagne	0	3	1	0	9	10	77 000	0
	Mbellakadio	1	2	0	2	3	10	122 800	0
Foundiougne	Koular Soce	0	1	1	0	6	10	60 000	2
	Nema Nding	0	3	16	1	10	5	32 000	0
Gossas	Darou Gueye	2	3	6	0	6	11	35 000	2
	Ndiagne Kahone	2	2	3	3	6	5	20 000	2
Total Fatick		5	14	27	6	40	51	346 800 Av. = 57 800	6
Louga	Artillerie	8	10	5	1	20	7	15 000	2
	Pete Ouarack	3	3	5	0	10	5	8 950	0
Kébémér	Bellakho	10	6	5	0	18	20	8,000	0
	Kanene Ndiob	1	5	11	0	4	10	50,000	0
Linguère	Gawane	0	2	1	0	1	2	51 200	1
	Kadji Madia	3	4	24	1	14	30	20 000	2
Total Louga		25	30	51	2	67	74	153 150 Av. = 25 525	5
Dakar Banlieue	Khar Yalla	2	15	12	0	2	10	675 000	0
	Grand Medine	5	6	5	5	3	20	170 000	0
Pikine	Colobane Lansar A	0	7	2	0	5	20	410 000	0

Guédiawaye	Colobane Lansar B	5	6	1	0	5	10	175 000	2
	Pikine 7 A	1	3	1	0	2	5	60 000	1
	Pikine 7 B	5	0	1	0	2	25	100,000	0
	Pikine 20 A	0	5	6	0	3	4	20 000	2
	Pikine 20 B	16	10	10	0	10	10	103 000	2
	Pikine 23 A	0	10	6	0	12	12	175 000	2
Thiaroye	Pikine 23 B	0	0	0	0	1	10	141 800	2
	Malika Recepteur	4	5	7	6	6	2	70 000	2
	Mamadou Mady Ndiaye	1	4	2	2	2	8	196 650	1
Total Dakar		39	71	53	13	53	136	2 296 450 Av.= 191 371	14
Total 27 Schools		81	155	144	32	177	275	3 300 900 Av. = 110 030	35

Nine out of 30 (30 %) of School Management Committees claimed not to have participated in activities of construction/rehabilitation in their school. These are the Committees of the schools of Ndongol, Gawane, Nema Nding, Koular Soce, Sagne, Colobane Lansar A, and Pikine 20A, 23A, and 23B.

In Ndongol and the Colobane Lansar school complex, the negative response from the SMCs with regard to construction and rehabilitation is explained by the fact that walls and classrooms there are well constructed and existed previously to JOG,. As for the other schools in Dakar, this answer is explained by the fact that activities of construction /rehabilitation are assured by another partner, the Agency for Municipal Development (A.M.D).

On the other hand, in the schools of Fatick and Gassane, JOG has not yet begun this activity, or it is only just under way, therefore incomplete, as in the case of Gassane.

It should be noted that with respect to this question, Committees sometimes confused an action with the amount of time it took to complete it. This required follow-up. For example, the participation of the Sambe SMC in the construction/rehabilitation of its school at first seemed very high compared to the norm (45 times). However, after following up in the village, several SMC members finally specified that this figure referred rather to the number of days that the activity lasted and not to activities of construction/rehabilitation.

Furthermore, 28 out of the 30 SMCs (93%) carried out consciousness raising and informational activities within their communities. The SMCs that have not carried out these activities are found in the peri-urban area of Dakar.

At first glance, one may be tempted to explain this absence of activities in peri-urban Dakar by the social environment of these schools : difficult neighborhood, surrounding poverty, and the like. But if we realize that these schools (7B and 23B) are located in school complexes and that the SMCs of

the other schools of the same complex have been able to carry out these activities within the community, we can explain this failure by one of the two main reasons:

- the two school complexes have only one and the same school management committee, which is not correct in this case.
- the fact that in the JOG project, SMCs operate at two speeds : some are simply more dynamic than others.

With respect to monetary contribution, 30% of the SMCs (9 out of 30) declare that they collected only once, while 3 of 30 (10%) claim not to have collected at all this year. This is the case of Nderep, 23B, and Mbellacadio. However, these same SMCs sometimes have important amounts of petty cash on hand.

One is therefore correct in asking the question if there is a logical link between the number of collections and the amount of cash on hand.

This last observation relates to the high propensity of the SMCs to involve in prestige spending that seriously damage their budget, namely: providing meals to foreign delegations, organizing festivities, etc., all of which distract them somewhat from the immediate needs of the school.

With regard to the meetings held by the SMCs, the number is quite variable, ranging from one meeting (the case of Sessene and Gawane) to 30 meetings (the case of Kadji Madia). According to information collected here and there, the regularity of meetings is not respected, and the quorum rarely attained.

In many places, there is a problem of prolonged absence of certain members of the Committee, especially in the Diourbel and Louga regions where there is frequent and a high level of migration.

Level of Satisfaction of the School Management Committees

In response to a general question on the satisfaction of the School Management Committees with regard to project services, 63% of the SMCs declared themselves satisfied, while 37% felt partially satisfied with the services provided by the project. Table 4.2 below gives a breakdown of satisfaction by major activity.

Table 4.2: Level of Satisfaction of the School Management Committees

Aspects Appreciated	Number of Groups Responding	Scale of Satisfaction					
		Very Satisfied	Satisfied	Not Very Satisfied	Not Satisfied	Not at All Satisfied	No opinion
Construction/ Rehabilitation	30	27 %	37 %	0 %	7 %	0 %	30 %
Learning materials	30	30 %	47 %	23 %	0	0	0
School Management Committee Training	30	40 %	47 %	13 %	0	0	0

Life Skills Training	30	33 %	53 %	13 %	0	0	0
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With regard to construction and rehabilitation, 27 % of the SMCs are very satisfied with the achievements of the project, 37 % are satisfied, 7% are not satisfied, while 30 % do not have an opinion.

Among those Committees that do not express an opinion in regard to this activity, are those of the Fatick schools, which do not yet know the infrastructure accomplishments of the project, in contrast to the schools in the Diourbel region which all have a school wall, running water, and toilets separated for girls and boys, as well as for teachers and pupils.

With regard to school materials, 30% of the SMCs are very satisfied, 47 % satisfied, while 23% are only partially satisfied.

In reality, if there is one constant element in the project it is the school materials banks that one finds in all the schools. However, some SMCs complain that these are insufficient since they do not cover all needs, especially in the urban schools with large populations, notably in Dakar.

From the viewpoint of service quality, many SMCs suggested involving teachers in the expression of materials needs. In their view, teachers would also need small scientific materials, such as compasses, thermometers, earth globe, while CM students would need 100-page notebooks in addition to the 48-page notebooks given by the project. Certain SMCs deplored the poor quality of the ballpoint pens given out this year.

A more serious problem, however, is the risk that certain materials banks may run out of stock in future, in spite of the pupils' financial contributions, which are supposed to help renew the stock.

This is to say that in some places the regular monitoring of these school materials banks is not the best. As a general rule, the projet should strengthen the capacity of the SMCs in the techniques of managing and renewing these stocks.

With respect to the SMCs' evaluation of their training, 40% are very satisfied with the training received, 47% are satisfied, and 13% only partially satisfied.

Regarding their evaluation of life skills training, 33% are very satisfied with the training received, 53% are satisfied, and 13% only partially satisfied.

Beyond the life skills modules, 27% of Committees expressed the desire to be trained in national language literacy. This is particularly the case of the Committees of Kadji Madia, Nema Nding, Gassane, Nderep, Ndondol, Sessene, Pikine 7B, and Colobane Lansar B.

In the suggestions and recommendations section of the questionnaires, SMCs expressed a great variety of training needs, ranging from literacy to the design and management of small projects.

In many places, also, people pointed out the lack of relevance of certain functions in the SMCs : for example, what is to become of the secretary charged with monitoring contruction and rehabilitation activities, once the contractor has finished his work? Should one convert him to something else and

give him another function within the board ? Or should he be allowed to go, as many others do, once his mission has been accomplished? These are the types of questions not yet resolved inside SMCs.

In some other matters, many Committees expressed their satisfaction with the procedure of pre-selection of civil works contractors. They feel that in this phase they were fully associated with decision making. However, once the pre-selection files were transmitted to project management in Dakar, negotiations and contract signing with contractors were carried out without Committee participation. Because of this, SMCs do not know the content of the contracts signed between JOG and the contractors. This fact, according to them, puts them in a position of weakness with regard to the contractors, who may arrive in their villages with baggage and materials, without previously informing the SMCs. Some contractors even showed up in the villages bringing their own labor supply.

Table 4.3 below converts SMC evaluations into a discrete value for each school. The average of these evaluations by type of activity is calculated for each region and for the schools as a whole. In this way, these evaluations could serve as indicators of satisfaction levels in the future.

Table 4.3 : SMC Satisfaction Levels by School

Region	School Location	Construction and/or Rehabilitation	School Materials	SMC Training	Life Skills Training
Louga	Pete Ouarack	3	3	2	2
	Bellakho	NA	1	3	3
	Kanene Ndiob	2	2	2	2
	Gassane	2	2	2	1
	Kadji Madia	2	2	2	2
	Artillerie	0	1	3	2
	Average	1.8	1.8	2.3	2.0
Diourbel	Sambe	3	3	3	3
	Ndrep	2	2	2	3
	Ndondol	2	2	3	3
	Gouye Gui	0	2	2	2
	Gawane	2	2	3	3
	Sessene	3	3	3	3
	Average	2.0	2.3	2.7	2.8
Fatick	Mbellacadio	NA	1	2	3
	Sagne	NA	3	2	2
	Koular Soce	NA	1	3	2
	Nema Nding	NA	2	2	2
	Darou Gueye	NA	1	1	2
	Ndiagne Kahone	NA	2	2	2
	Average	NA	1.7	2.0	2.2
Dakar	Pikine 23 A	3	3	2	2
	Pikine 23 B	3	3	3	2
	Pikine 20 A	3	3	2	1

	Pikine 20 B	3	3	3	3
	Pikine 7 A	3	3	2	2
	Pikine 7 B	2	2	1	1
	Colobane Lansar A	NA	1	3	3
	Colobane Lansar B	NA	1	2	2
	Malika Recepteur	2	2	3	3
	Khar Yalla	2	2	1	2
	Mamadou Mady Ndiaye	2	2	3	1
	Grand Medine	2	2	1	2
	Average	2.1	2.3	2.2	2.0
Average	30 Primary Schools	2.2	2.1	2.3	2.2

3 = Very Satisfied 2 = Satisfied 1 = Partially Satisfied 0 = Not Satisfied - 1 = Dissatisfied (unhappy)
NA = No Opinion (not applicable)

The satisfaction levels above are quite variable, running from 0 (not satisfied) to 3 (very satisfied) according to place. No SMC expresses its unhappiness (-1) with a project service.

Overall, the average score for all schools in all regions and for all evaluated activities is 2.2 (a little more than satisfied). Obviously, this does not indicate a very high level of satisfaction, which would be close to a 3. There is room then for improvement in these indicators in the future.

At the regional level, the lowest average score (1.7) is found in Fatick with regard to school materials, and the highest average (2.8) in Diourbel concerning life skills training. However, all schools put together, there is little difference in averages by activity evaluated, since they all fall slightly above the average level of satisfaction (from 2.0 to 2.3).

B.- Participation and Satisfaction of the Parents' Associations

We were only able to meet with 27 Parents' Associations (APEs) out of a presumed total of 30. The reason is simple : certain schools do not have an APE. This is the case, for example, for Pikine 23 A and 23 B, while in 20B the SMC and the APE are the same.

This confusion of the two structures yields quite often identical answers in the questionnaires. With regard to the members participating in the focus groups, their characteristics prove to be the same as for the SMCs.

Participation of the APEs in School Life

Table 4.4 below shows the number of actions by type and by school undertaken by Parents Associations during the 2001-2002 school year (up to mid-March). The results here are used to track Indicator 3 of Table 3.5.

Table 4.4: Participation of the APEs in School Life

Education District	School	Construction and Rehabilitation	Consciousness raising and Information	Money Collection	Equipment Making	Sanitation Actions	Meetings Held	Money in Cash Box (F CFA)	Number of Facilitators Lodged
Diourbel	Sambe	1	1	1	1	1	4	140,000	2
	Sessene	1	1	1	1	3	17	45,000	2
Bambey	Ndondol	1	5	1	1	4	2	37,700	2
	Nderep	1	7	5	1	6	5	115,000	2
Mbacké	Gouye-Gui	1	30	6	4	2	2	35,000	2
	Gawane	6	2	4	0	4	1	181,600	2
Total Diourbel		11	46	18	8	20	31	554,300 Av. 92,383	12
Fatick	Sagne	1	1	1	0	0	10	225,000	0
	Mbellakadio	2	2	1	1	2	4	44,000	0
Foundiougne	Koular Soce	0	0	0	0	6	10	0	0
	Nema Nding	1	3	0	0	10	6	50,000	0
Gossas	Darou Gueye	2	3	6	1	10	3	18,000	2
	Ndiagne Kahone	2	2	1	2	3	2	45,000	2
Total Fatick		8	11	9	4	31	35	382,000 Av. = 63,667	4
Louga	Artillerie	0	2	1	3	40	1	93 000	1
	Pete Ouarack	2	5	2	2	5	2	15 000	2
Kébémér	Bellakho	3	4	1	1	3	6	74 000	1
	Kanene Ndiob	3	3	5	0	4	3	12 500	0
Linguère	Gassane	2	3	0	2	2	3	0	2
	Kadji Madia	3	6	24	5	8	6	20 000	2
Total Louga		13	23	33	13	62	21	214,500 Av. = 35,750	8
Dakar Banlieue	Khar Yalla	3	2	1	0	10	16	100 000	0
	Grand Médine	3	20	1	4	3	0	0	0
Pikine	Colobane Lansar A	2	2	1	5	5	5	50 000	0
	Colobane Lansar B	2	2	1	5	5	5	50,000	0
Guédiawaye Thiaroye	Pikine 7 A	1	1	1	0	1	5	100 000	1
	Pikine 7 B	2	5	1	10	3	3	42 750	2
	Pikine 20 A	7	3	1	1	1	2	30 000	2
	Malika Recepteur	5	0	1	0	5	5	0	0

	Mamadou Mady	8	1	6	1	0	10	808 525	0
Total Dakar	Ndiaye								
		33	36	14	26	33	51	1,181,275 Av. = 131,253	5
Total 27 Schools									
		65	116	74	51	146	139	2,332,075 Av.= 86,373	29

Given the confusion between the APEs and the SMCs, or rather the cooptation of the first by the second, we will not proceed to an analysis of the various items above, since this has already been done for the SMCs, which are essentially the same organizations as the APEs within the EDDI/JOG Project.

Levels of Satisfaction of the APEs

The APEs appear to be relatively satisfied with the services provided to their schools by the JOG Project. About 61% of the APEs claim to be satisfied with the services provided, while 38% of them are partly satisfied. Table 4.5 below gives a breakdown of their satisfaction levels with regard to the four major project activities.

Table 4.5: APE Satisfaction Levels

Aspects Evaluated	Number of Groups	Satisfaction Scale					
		Very Satisfied	Satisfied	Partially Satisfait	Not Satisfied	Not at All Satisfied	No Opinion
Construction/ Rehabilitation	27	30 %	37 %	7 %	4 %	0 %	22 %
Materials	27	33 %	41 %	26 %	0 %	0 %	0 %
APE (CGE) Training	27	37 %	44 %	19%	0 %	0 %	0 %
Life Skills Training	27	30 %	48 %	19 %	0 %	0 %	4 %

With regard to construction and rehabilitation, 30 % of the APEs are very satisfied and 37 % are satisfied with project achievements, while 7 % are only partly satisfied and 4% are not satisfied. A sizeable percentage of the APEs (22%) were not able to respond, in part because the region of Fatick had not yet experienced this activity by the time of the survey.

With regard to school materials, 33 % of the APEs are very satisfied and 41 % satisfied, while 26 % of them are only partly satisfied. The lowest levels of satisfaction were mainly found in Fatick and in Dakar.

With regard to their training (in the context of CGE training), 37 % of the APEs declare themselves very satisfied and 44 % satisfied, while 19 % are only partially satisfied.

Finally, with regard to training in life skills and literacy, 30 % of the APEs are very satisfied and 48 % satisfied, while 19% declare themselves only partly satisfied and express a strong need for literacy training. It is to be noted here that before developing life skills training modules under the JOG Project, TOSTAN provided literacy training to many of the same schools.

Table 4.6 below converts Parents Associations' evaluations into a discrete value for each school. The average of these evaluations by type of activity is calculated for each region and for all the schools. In this way, these evaluations could serve as indicators of satisfaction levels in the future.

Table 4.6 : APE Satisfaction Levels by School (N=27)

Region	School Location	Construction and/or Rehabilitation	School Materials	APE Training	Life Skills Training
Louga	Pete Ouarack	3	3	3	3
	Bellakho	3	3	3	3
	Kanene Ndiob	2	2	2	2
	Gassane	3	2	1	2
	Kadji Madia	2	2	2	2
	Artillerie	2	3	2	2
	Average	2.5	2.5	2.2	2.3
Diourbel	Sambe	3	3	3	3
	Nderep	2	1	1	1
	Ndondol	3	3	3	3
	Gouye Gui	2	2	2	2
	Gawane	3	3	3	3
	Sessene	3	3	3	3
	Average	2.7	2.5	2.5	2.5
Fatick	Mbellacadio	NA	1	2	2
	Sagne	NA	2	2	2
	Koular Soce	NA	3	2	2
	Nema Nding	NA	2	2	2
	Darou Gueye	NA	1	2	2
	Ndiagne Kahone	NA	3	3	3
	Average	NA	2.0	2.2	2.2
Dakar	Pikine 23 A	----	----	----	----
	Pikine 23 B	----	----	----	----
	Pikine 20 A	0	2	2	1
	Pikine 20 B	----	----	----	----
	Pikine 7 A	3	2	2	2
	Pikine 7 B	1	1	1	1
	Colobane Lansar A	2	1	3	2
	Colobane Lansar B	2	1	3	2
	Malika Recepteur	2	2	2	3

	Khar Yalla	2	1	1	1
	Mamadou Mady Ndiaye	2	2	3	1
	Grand Medine	1	2	1	NA
	Average	1.7	1.6	2.0	1.6
Average	30 Primary Schools	2.2	2.1	2.2	2.1

3 = Very Satisfied 2 = Satisfied 1 = Somewhat Satisfied 0 = Not Satisfied - 1 = Dissatisfied (unhappy)
NA = No Opinion (not applicable) ---- = No APE

The satisfaction levels for the APEs above, as in the case of the SMCs, are quite variable, running from 0 (not satisfied) to 3 (very satisfied) according to areas. No APE expresses its unhappiness (-1) with a project service. Nevertheless, the evaluations for the Dakar Region are generally lower than those in the other regions, since 3 of the 4 are below the level of satisfaction (2.0). No other region has an average per activity evaluated that falls below 2. On the other hand, Louga and Diourbel seem especially happy.

Overall, the average score for all schools in all regions and for all evaluated activities is 2.2 (a little more than satisfied). Obviously, this does not indicate a very high level of satisfaction, which would be close to a 3. There is room for improvement in these indicators in the future.

As far as regions are concerned, the lowest average score (1.6) is found in Dakar with regard to school materials and life skills training, and the highest average (2.7) in Diourbel concerning construction and rehabilitation. However, all schools put together, there is very little difference in averages by activity evaluated, since they all fall slightly above the average level of satisfaction (from 2.1 to 2.2)

C.- Participation and Satisfaction of Students

The focus groups were organized with pupils of the CM 1 and CM 2 classes. They constitute by far the youngest target group of the survey, since they are between 11 and 15 years old.

Level of Knowledge of JOG

If there is a target group that knows JOG well, it is these pupils. They have noticed the rapid and very visible changes that have occurred in their schools. Thus, for example, in the schools of Mamadou Mady Ndiaye, Artillerie, and Bellakho, the pupils have noticed important changes in their schools in a very short period of time, to wit, functioning toilets and rehabilitation of classrooms, while in Kadji Madia, Pete Ouarack, Gouye Gui, and Sambe they speak of brand new school enclosure walls and running water brought by the project.

Nearly everywhere in the schools, the pupils speak of the provision of school materials by the project. These materials, in their opinion, are indispensable tools, and they are also inexpensive, since the pupils only contribute 200 CFA F each to have access to them.

JOG seems better known in some regions than in others. Thus, in practically all the schools visited in the Diourbel region, there exists a school enclosure wall constructed by the project.

In the Diourbel schools the project provided functional toilets and introduced running water, thus giving new life to these schools whose students now feel much safer because of the wall, but also feel much more active with the coming of running water, allowing them to carry out extracurricular activities (vegetable gardening, tree planting).

On the other hand, JOG is less known in certain schools of Fatick, where sometimes the necessary minimum is lacking : school walls, water points, and functioning toilets, especially in the schools of Darou Gueye, Diagne Kahone, and Koular Soce. It goes without saying that in these schools JOG is much less well known to the pupils.

Participation in the JOG Project

Outside of a few subsidiary activities born of the project, such as tree planting, school gardens, etc., in which they actively participate, pupils generally consider themselves as secondary actors, although some see themselves as the principal beneficiaries of the project. As a general rule, they would like to play an active part in all the activities of their school, in particular within the SMC.

Pupil Satisfaction

Ninety-three percent (93%) of pupil groups surveyed are generally satisfied with the project, while 7% (Pikine 7B school) state the opposite. Table 4.7 below indicates pupil satisfaction with the principal activities of the JOG Project in their schools.

Tableau 4.7: Pupil Satisfaction

Aspects Appreciated	Number of Groups Reponding	Satisfaction Scale					
		Very Satisfied	Satisfied	Partly Satisfied	Not Satisfied	Not at all Satisfied	No Opinion
Construction	30	30 %	23 %	3 %	3 %	7 %	33 %
School Wall	30	33 %	20 %	0 %	3 %	7 %	37 %
Materials	30	33 %	37 %	20 %	3 %	3 %	3 %
Toilets	30	33 %	30 %	10 %	0 %	0 %	27 %
Life Skills Education	30	30 %	23 %	7 %	0 %	3 %	37 %

With regard to construction, 30 % of pupil groups are very satisfied and 23 % satisfied, while 3 % are partly satisfied, 3 % not satisfied, and 7 % not at all satisfied (unhappy). Among the cases of dissatisfaction, are two urban schools (Khar Yalla and Grand Medine) and one rural school (Sambe). The Sambe case is particularly troubling in view of the quality of construction; but the problem here for pupils is apparently psychological, the new enclosure having caused the loss of a

nice playing field. The high number of « no opinion » responses (33%) is in large part due to the lack of project construction in the Fatick region.

With regard to school walls, 33 % of pupil groups are very satisfied and 20 % satisfied, while 3 % are not satisfied and 7 % are not at all satisfied. One finds in this last group, two schools from the Dakar suburbs, Khar Yalla and Grand Medine. As in the case of construction/rehabilitation, the high level of no opinion (37%) is in large part due to the lack of project construction in the Fatick region.

With regard to learning materials, 33% of pupil groups are very satisfied, 37% satisfied, 20% partly satisfied, 3% not satisfied, 3% not at all satisfied, and finally 3% with no opinion. It is in this context that the pupils of Malika Recepteur and Sambe (some 6% of the total) express their unhappiness with school materials.

With regard to pupil evaluation of the presence of functioning toilets, 33 % of the groups questioned say they are very satisfied and 30 % satisfied with the toilets provided, while 10 % are partly satisfied. Once again the high level of abstention (27%) can be largely explained by the lack of this activity in the Fatick region.

With regard to their appreciation of the life skills modules, 30% of the pupil groups declared themselves very satisfied, 23% satisfied, and 7% partly satisfied, while 3% (Khar Yalla) claimed not at all satisfied (unhappy) with the modules. More than a third of the pupil groups (37%) felt that this survey question did not apply to them, and it is unclear why this should be so.

Table 4.8 below converts focus group evaluations of the CM1-2 pupils into a discrete value for each school. The average of these evaluations by type of activity is calculated for each region and for all the schools. In this way, these evaluations could serve as indicators of satisfaction levels in the future.

Table 4.8 : Pupil Satisfaction in Grades CM 1 and 2 (N=30)

Region	School Location	Construction	School Enclosure Wall	School Materials	Toilets	Life Skills Training
Louga	Pete Ouarack	3	3	3	3	1
	Bellakho	3	3	3	3	3
	Kanene Ndiob	3	3	2	2	NA
	Gassane	2	2	1	2	NA
	Kadji Madia	3	3	1	2	3
	Artillerie	3	2	1	3	3
	Average	2.8	2.7	1.8	2.5	2.5
Diourbel	Sambe	0	2	0	2	NA
	Nderep	2	3	3	1	NA
	Ndondol	1	3	3	3	NA
	Gouye Gui	NA	NA	NA	NA	NA
	Gawane	3	3	3	3	3
	Sessene	3	3	3	3	3
	Average	1.8	2.8	2.4	2.4	3.0

Fatick	Mbellacadio	NA	NA	3	NA	NA
	Sagne	NA	NA	2	NA	2
	Koular Soce	NA	NA	2	NA	3
	Nema Nding	NA	NA	2	NA	3
	Darou Gueye	NA	NA	2	NA	2
	Ndiagne Kahone	NA	NA	2	NA	3
	Average	NA	NA	2.2	NC	2.2
Dakar	Pikine 23 A	NA	NA	3	3	NA
	Pikine 23 B	NA	NA	3	1	NA
	Pikine 20 A	NA	NA	2	3	3
	Pikine 20 B	2	NA	2	NA	NA
	Pikine 7 A	2	0	2	2	NA
	Pikine 7 B	3	3	1	3	1
	Colobane Lansar A	2	2	2	1	2
	Colobane Lansar B	2	2	2	2	2
	Malika Recepteur	2	2	-1	2	2
	Khar Yalla	-1	-1	1	2	-1
	Mamadou Mady Ndiaye	3	3	3	3	2
	Grand Medine	-1	-1	1	2	2
	Average	1.6	1.3	1.8	2.2	1.6
Average	30 Primary Schools	2.0	2.1	2.0	2.3	2.2

3 = Very Satisfied 2 = Satisfied 1 = Partially Satisfied 0 = Not Satisfied - 1 = Not at All Satisfied (unhappy) NA = No Opinion (not applicable)

As in the case of the SMCs and APEs, the satisfaction levels of the pupil groups above are quite variable, running from 0 (not satisfied) to 3 (very satisfied) according to areas. This time 3 groups express their unhappiness (-1) with one or several project services, all of them in the Region of Dakar. In Grand Medine and Khar Yalla the pupils claim to be completely unsatisfied with construction/rehabilitation and with the school enclosure wall. In Khar Yalla, also, the pupils are not at all happy with the life skills training. Finally, the pupil group in Malika Recepteur is unhappy with the school materials. No other region has a pupil group that is so entirely dissatisfied with a project activity, although a good number of groups abstained from expressing their opinion.

Overall, the average score for all schools in all regions and for all evaluated activities is 2.1 (a little more than satisfied). Obviously, this does not indicate a very high level of satisfaction, which would be close to a 3, and the situation in Dakar seems particularly bad, with an average evaluation of 1.7 and with 4 of the 5 elements evaluated below the satisfaction level. There is room for improvement in these indicators in future.

At the regional level, the lowest average score (1.3) is found in Dakar with regard to the school enclosure wall, and the highest average (3.0) in Diourbel concerning the life skills training.

However, all schools put together, there is little difference in averages by activity evaluated, since they all fall slightly above the average level of satisfaction (from 2.0 to 2.3).

Learning through Life Skills Modules

In Gouye Gui the LTA survey team attended a demonstration of the use of a life skills module intended for the pupils of CM1- CM2.

Background :

According to information supplied on the spot, this activity was initially launched by a local facilitator (trainer). He began with discussions with the population in order to raise their knowledge about the principal human rights, especially those pertaining to education, health, etc.

Following this, he organized much more structured meetings with various groups of the population : youth, dignitaries, religious authorities, rural community members, health agents, students, teachers, and academic authorities, who all expressed their support for the introduction of these modules to the curriculum of the students of the CM1 and CM2 classes on a pilot basis.

Activity and content :

The courses take place three times a week, particularly on Mondays, Wednesdays, and Fridays. They are given by a facilitator in the national language of Wolof, and they are held in the school itself, in a single classroom where the two groups gather in a type of multi-grade class directed by the same facilitator.

Instruction concerns the already tested modules (with targets being adults and adolescents in the non-formal education sector). These are modules relating to :

- basic health and hygiene
- problem resolution
- human rights -- especially the principal rights of children as stipulated by international convention regarding children's rights (education, health, environment, leisure), equality before the law, the right to a fair trial, the struggle against excision, violence toward women, etc.
- democracy

Observations

It is too early to judge this experience, which has just begun. However, right off the bat one notices the interest of the pupils for these modules, which they claim to have learned quickly, since instruction takes place in the national language.

The messages from teacher to student seem to pass through well, judging from the enthusiasm and excitement shown by the pupils during the whole session.

However, some problems remain :

- Gouye Gui is a Peuhl village and the facilitator is also Peuhl, but the instruction takes place in Wolof. Both students and parents expressed their worry over this situation that they do

not understand, given the fact that research into the Peulh language has over the last few decades reached a critical mass, allowing this language to be used in the teaching of several disciplines.

- The life skills modules create a need that is not addressed by the project. In Gouye Gui, as in Gawane, some students and parents told us that it is all well and good to teach that each child has the right to a family, a name, etc., but that the reality of everyday life shows that the great majority of these children do not even have a birth certificate, whose cost remains rather high in some areas: 6,000 – 7,000 CFA F in Bambey, but 700 – 1,000 CFA F in Mbacke, the latter cost was reduced following the intercession of the Departmental Inspector of National Education with the departmental judicial authorities.

In the same way, pupils and parents seem at times to question the right to health, if one remembers that there is no health post in, for example, Gouye Gui and that one must travel up to 5 kilometers to be treated.

D.- Teacher Satisfaction

The target group of teachers concerns a total of 237 surveyed teachers. Here we are interested only in their satisfaction with the services provided to the schools by the project.

Overall, 44 % of teachers are fully satisfied with the services provided by the project, while 46 % of them are somewhat satisfied. However, 9% of teachers are not satisfied. Table 4.9 below presents the levels of satisfaction related to the principal activities of the JOG Project.

Table 4.9 : Levels of Teacher Satisfaction

Aspects Appreciated	Number of Respondents	Satisfaction Scale					
		Very Satisfied	Satisfied	Partially Satisfied	Not Satisfied	Not at All Satisfied	No Opinion
Construction / Rehabilitation	237	21 %	44 %	18 %	2 %	1 %	14 %
School Materials	237	9 %	42 %	36 %	8 %	3 %	1 %
SMC Training	237	8 %	46 %	22 %	9 %	5 %	11%
Life Skills Training	237	10 %	43 %	15 %	9 %	5%	18 %

With respect to construction/rehabilitation, 21 % of teachers surveyed are very satisfied and 44 % satisfied with the project. On the other hand, 18 % of teachers are only partly satisfied, 2 % not satisfied, and 1 % not at all satisfied. The level of abstention (14 %) is largely due to the lack of construction in the region of Fatick.

With respect to school materials, 9 % of teachers are very satisfied and 42 % satisfied with the materials banks, while 36 % express their partial satisfaction, 8 % claim to be unsatisfied, and 3 % not at all satisfied. Almost no one (1 %) remained without an opinion in this matter.

With regard to the training of School Management Committees, 8 % of the teachers surveyed are very satisfied and 46 % satisfied with this training, while 22 % are only partly satisfied, 9 % are unsatisfied, and 5 % are not at all satisfied. Some 11 % of respondents had no opinion.

Finally, with regard to the evaluation by teachers of the life skills training, 10 % are very satisfied and 43 % satisfied with these modules, while 15 % of them are only partly satisfied, 9 % unsatisfied, and 5 % not at all satisfied. Some 18 % of respondents had no opinion.

Tables 4.10 through 4.13 below give more detail on the distribution of respondents by type of JOG Project activity. It is obvious that there is considerable variation in these judgements, whose causes should be pursued in more focused studies.

Table 4.10: Level of Teacher Satisfaction with Construction/Rehabilitation by Region

Region	Very Satisfied	Satisfied	Partially Satisfied	Not Satisfied	Not at All Satisfied	No Opinion	Total of Respondents
Louga	12	26	5	0	0	0	43
Diourbel	18	24	8	0	0	0	50
Fatick	0	0	0	0	0	25	25
Dakar	19	55	30	5	2	8	119
Total	49	105	43	5	2	33	237

Table 4.11: Level of Teacher Satisfaction with School Materials by Region

Region	Very Satisfied	Satisfied	Partially Satisfied	Not Satisfied	Not at All Satisfied	No Opinion	Total of Respondents
Louga	7	17	16	2	0	1	43
Diourbel	3	23	24	0	0	0	50
Fatick	5	8	7	2	2	1	25
Dakar	7	52	39	16	4	1	119
Total	22	100	86	20	6	3	237

Table 4.12: Level of Teacher Satisfaction with SMC Training by Region

Region	Very Satisfied	Satisfied	Partially Satisfied	Not Satisfied	Not at All Satisfied	No Opinion	Total of Respondents
Louga	4	18	14	2	2	3	43
Diourbel	8	29	10	1	1	1	50
Fatick	0	10	5	7	1	2	25
Dakar	8	51	22	11	8	19	119
Total	20	108	51	21	12	25	237

Table 4.13: Level of Teacher Satisfaction with Life Skills Training

Region	Very Satisfied	Satisfied	Partially Satisfied	Not Satisfied	Not at All Satisfied	No Opinion	Total of Respondents
Louga	5	21	7	3	1	6	43
Diourbel	10	29	9	1	1	0	50
Fatick	2	14	1	3	1	4	25
Dakar	7	39	19	14	8	32	119
Total	24	103	36	21	11	42	237

E.- Parental Participation and Satisfaction

Only two-thirds (66%) of parents interviewed in the households knew of the JOG Project. Moreover, only 58 % of parents were aware of the presence in their community of the TOSTAN facilitators. Generally speaking, this lack of knowledge grew in proportion to the distance of the families from the school, although this was not measured statistically in the context of this study.

The participation of families in school life under the JOG Project was measured by 3 specific activities : monetary contribution, labor provision, and participation in training.

Out of a total of 906 respondents :

- 25 % declared having contributed money for the school
- 32 % declared having provided labor to the school
- 43 % of respondents declared having taken part in training

Level of Parental Satisfaction

Overall, 81 % of respondents to a question on general satisfaction with the JOG Project (N=1,146) are fully satisfied with project services, while 14 % claim to be reasonably satisfied. Some 5%, however, are not satisfied. Table 4.14 below gives a breakdown of overall satisfaction by type of

project activity. Only parents who expressed an opinion figure in this table, given the fact that a high number of « no opinion » respondents is due to their lack of knowledge of the project.

Table 4.14: Parental Satisfaction

Aspects Appreciated	Satisfaction Scale					Number of Respondents
	Very Satisfied	Satisfied	Partially Satisfied	Not Satisfied	Not At All Satisfied	
Construction Rehabilitation	59 %	32 %	4 %	3 %	3 %	997
School Materials	46 %	43 %	9 %	1 %	<1 %	873
SMC Training	42 %	47 %	8 %	1 %	1 %	1086
Life Skills Training	53 %	38 %	8 %	1 %	<1 %	883

With respect to construction and rehabilitation, 59 % of respondents are very satisfied and 32 % satisfied with project services, while 4 % are partly satisfied, 3 % not satisfied, and 3 % not at all satisfied.

With regard to school materials, 46 % of respondents are very satisfied and 43 % satisfied with project services, while 9 % are partially satisfied, 1 % not satisfied, and less than 1 % not at all satisfied.

Concerning SMC training, 42 % of respondents are very satisfied and 47 % satisfied with project services, while 8 % are partly satisfied, 1 % not satisfied, and 1 % not at all satisfied.

With regard to life skills training, 53 % of respondents are very satisfied and 38 % satisfied with project services, while 8 % are partly satisfied, 1 % not satisfied, and less than 1 % not at all satisfied.

F.- Satisfaction of CRETEF/CETEF Students and Teachers

The LTA survey team covered a total of 4 Women's Vocational Training Centers. These were those of Louga, Fatick, Pikine, and Bambey. Interviews took place in the form of *focus groups*.

Student Satisfaction

With regard to student satisfaction, all groups responding are satisfied with the JOG Project.

With respect to construction/rehabilitation, 50 % of the student groups (2 groups out of 4) are satisfied with the accomplishments of the Project, that is in Bambey and Louga, while students in Fatick and Pikine abstained from responding. In Pikine, moreover, the tiny size of the center was highly criticized, as well as its poor condition.

With respect to its equipment, 50 % of the student groups (2 groups out of 4) are satisfied, that is those of the Centers of Bambey and Fatick, and 25 % are dissatisfied (Pikine), while the students in the Louga CRETEF preferred to abstain on this point.

With respect to training, that is life skills training, management training for economic interest group (entrepreneurship), and literacy training, 75 % of the students met in focus groups (3 groups out of 4) are satisfied, that is those of Pikine, Bambey, and Louga, while the students in Fatick also preferred to abstain on this question.

Teacher Satisfaction

The teaching teams of the CRETEF/CETEF are 100 % satisfied with the JOG Project. They are also 100 % satisfied with their training, as well as with the equipment donated to the centers.

On the other hand, with regard to school materials, only 25 % of the teachers are satisfied (1 focus group of 4), and this is the case in the Louga CRETEF, while the teachers of the Pikine, Bambey, and Fatick Centers preferred to abstain on this question.

Finally, with respect to construction/rehabilitation, the degree of satisfaction of teacher groups is 50 % (2 groups out of 4). While the teaching teams of Louga and Bambey are satisfied, those of Pikine and Fatick are dissatisfied with the conditions of their schools.

V. Conclusions

1. The Monitoring Exercise of 2002 achieved its principal objectives, to wit, data collection serving to constitute a set of baseline data for the EDDI Initiative in Senegal. The calculation of the values of 17 indicators for the Performance Monitoring Plan (PMP), as well as the measures of participation and satisfaction of the target groups, have been derived from the 9 questionnaires designed by the core team of LT Associates. It is obvious that certain indicators are more precise than others and lend themselves more or less easily to a rapid survey like the one undertaken in this study.

2. A census of households around the rural schools to calculate the Gross Admission Rate (GAR) is doable within the time and costs envisaged for this year's exercise, but its too frequent use could lead to resistance on the part of the population whose expectations clearly exceed the scope of the EDDI Initiative and the JOG Project. Nevertheless, a survey of a sample of households, chosen randomly from among the whole set of households now known, would offer an equally good measure of this indicator.

3. Some indicators, including the one related to the calculation of the percentage of pupils receiving school materials, appear inappropriate, given the fact that a school materials bank exists for each classroom in the school to supplement students' collective needs in EDDI schools.

4. The existence of 6- year old children in most of EDDI schools, combined with the incertitude over the exact age of a majority of them, makes the GAR calculation difficult. In some places where the school directors recruit 6-year olds for lack of sufficient number of 7-year olds or to give children a better chance to succeed, the calculation of the GAR should be modified to take into account the 6-year olds. In these cases, the 7-8 year old children have already gone on to the *Cours Préparatoire* (second grade).
5. The survey of target groups and schools could be carried out without too much difficulty by means of a small, two-member team, although the educational level of the enumerators should be high (post-university), given the nature of interviews to be conducted with the target groups. At the same time, another group of 4 persons would carry out the household survey.
6. Concerning the questions on participation, functioning, and satisfaction of the target groups, the interviews could take on a more complex and qualitative form over the years, leading thus to a good evaluation of the project.
7. The household survey, which is in reality a household census, could be transformed into a real survey of a sample of households. The sample could be relatively large, a third of the compounds for example. This would generate a sample of around 700 households covering the same populations as the present monitoring exercise.
8. The sample of compounds would not need to be stratified, because it would be taken directly from the population now known on the ground. Such a sample would statistically be valid and reliable, if it is chosen randomly. Enumerators will need to update the list of hamlets belonging to the EDDI school, since new school construction could reduce the number of pupils likely to attend the EDDI school.
9. If the number of households is reduced by two-thirds, the number of enumerators can be reduced and 3 groups of 6 enumerators each (including a team leader with each group drawn from the core team of 3 consultants) could travel comfortably aboard three 4X4 vehicles. These teams should be able to complete the data collection in 2 weeks as they did this year. If one considered the use of 2 teams of 6 persons instead of 3 teams, it would take about 3 weeks to complete the work.
10. The proper functioning of the School Management Committees is fundamental for the success of the EDDI/JOG education strategy. In order to achieve this, all the elements of these committees, particularly the executive committee, should function normally : holding regular meetings, establishing action plans; and the training of members should be at the center of activities. JOG must have a training plan that responds to all the training needs of the SMCs.
11. These training needs are both enormous and varied : some members need to be strengthened in training already received, others need to be given literacy training, still others need more specialized training, particularly training in the design and implementation of small projects.
12. With respect to the final selection of construction contractors, it would be desirable in the future to involve the SMCs in the finalization and signing of contracts between JOG and the contractor. In

this way, the SMC will be capable to verify, monitor, and sanction as necessary, the contractor's performance.

13. With regard to the question of sustainability of activities, JOG should recruit as of now a good many animators and facilitators who can work more with the communities and better establish the project spirit in them, in view of EDDI's eventual pull out.

14. Finally, and still with the objective of assuring the sustainability of results, the project should consider the possibility of assisting the SMCs (in the form of grants or loans) in income-generating activities likely to help them in their daily struggle against poverty.

15. The Senegalese APE movement is characterized at present by its state of exhaustion. It is in fact the first associational movement that has been working with the Senegalese school system practically since its creation. The different reforms that have been undertaken in the education sector have put forward other structures with a community approach, such as the School Management Committees (SMCs), that always tend to cut the ground from under the APEs. The logical consequence of all this is the weakening of the movement.

16. Students are not members of the School Management Committees (SMCs). They are not directly participating, thus, in the school project that is taking place around them. This is the opposite case from the major role played by other generations of students in previous projects in the Senegalese school system. JOG should do everything possible to integrate them and give them responsibilities in the school management structures.

17. In providing school materials, running water, enclosure walls, and toilets to schools, JOG has vetted pupils' appetites, who now want more, especially in Dakar's peri-urban schools characterized by high population concentrations. In these areas, they are asking for many more materials, faucets, toilets, etc., particularly in the school complexes.

18. A fair number of students would like to see in their schools pharmacy kits (in Malika Recepteur, Pikine 23A, Pikine 20B, Pete Ourack, and Ndiagne Kahone) and school libraries (Pikine 23A, Khar Yalla, Malika Recepteur, Colobane Lansar B, and Artillerie), as well as income-generating activities.

19. The issuance of birthday certificates for pupils poses a real problem for students, their parents, and communities. Instead of trying to resolve this issue on a case by case basis, JOG/EDDI should approach the national government for a general solution.

20. As a general rule, teachers complain of a lack of follow-up and routine coordination of project activities : teachers in the Colobane Lansar A, Mamadou Mady Ndiaye, Pikine 7A, and Kadji Madia schools stated this repeatedly.

Some among them would like for JOG to work more with the School Management Committees and students in monitoring project activities, and not always with school directors. In this their view is similar to that of some school directors, such as the director of the Bambey CETEF, who complains about the frequent visits by JOG that do not give her the time to properly work on school matters.

21. With respect to the materials banks, their insufficiency was seriously criticized by teachers, particularly in Pikine 7A, Mbellakho, Darou Gueye, and Gawane. Some brought up the problem of their replenishment. In other words, the idea of renewing this stock, which was at the origin of students' financial contributions, is not yet well understood everywhere.
22. Moreover, teachers are asking to be associated with the determination of materials needs. This was the case in Kanene Diob, Gassane, Mbellakho, Nema Nding, and Sambe. According to the teachers in these schools, each grade has its own needs for materials.
23. With regard to training in gender, it may be noted that, generally speaking, teachers not only want to strengthen the training they already received, but they also wish to see regular monitoring of already trained teachers and training for new arrivals.

ANNEXES

Annex A

Scope of Work for EDDI performance & baseline data collection

I. Background

A. EDDI is a direct result of President Clinton's March 1998 visit to Africa. EDDI aims to improve the level and quality of education in Africa, and to encourage the integration of Africa into the global free-market economy. The overall challenge is to render African educational systems more relevant to the needs of the 21st Century in order to permit Africa to take better advantage of future economic growth and trade opportunities. This entails both making primary educational systems more equitable and efficient, and skills training more pertinent and widely available. The primary target of EDDI Senegal is increased participation of girls in primary and vocational schools.

The USAID/Senegal Mission has established a Special Objective (SpO) for education, under which the EDDI activities will take place. The SpO complements USAID/Senegal's current Strategic Objectives (SOs) in private sector development, decentralized governance, and reproductive health. Work under EDDI focuses on: (1) increasing access for girls to the Education system; (2) increasing retention of girls in primary schools; and (3) skills and competence of girls improved through vocational education.

In addition to increasing access by, and retention of, girls in primary schools, the Mission will work with partners to improve vocational training opportunities for girls and women. This will enable them to better meet the needs of the labor market and will increase their own entrepreneurial activities.

Research literature and experience worldwide has shown that educating girls and women offers a much higher marginal economic and social return than educating men. Educating girls and women results in upgraded standards of health, hygiene and nutrition and more economic gains for families.

EDDI's ultimate beneficiaries are girls from primary and vocational schools. EDDI directly contributes to the Agency's goal of building "human capacity through education and training."

B. Key Results

Three Key Intermediate Results (KIR) were identified as being necessary and sufficient to achieve the SpO :

KIR-1: Increased Support of Parents and Local Governments to Primary and Vocational Schools in Targeted Areas;

KIR-2: Improved Environment in Targeted Primary Schools; and,

KIR-3: Improved Training Environment in Targeted Vocational Training Centers.

EDDI is working in peri-urban Dakar and in the regions of Diourbel, Louga, and Fatick. Thirty primary schools and four girls vocational centers or CETEF and CRETEF are involved (See Annex 1)

II. Objectives of the data collection

The data collection has three main objectives:

1. to generate accurate data that can be used to track and report the performance indicators defined under the EDDI program.
2. to generate a pool of performance and (new) baseline data that can be used to track and verify progress made towards achieving the desired results under the EDDI SpO program (2000-2002). This will concern 12 out of a total of 18 indicators defined for the EDDI program; and,
3. assess the level of customer/target group satisfaction with the services delivered or being delivered under the EDDI program

This scope of work establishes USAID/Senegal's requirements for conducting a field-level data collection relative to the thirty (30) primary schools and four (4) girls vocational training centers (or CETF and CRETF) in the following areas: peri-urban Dakar (i.e.; Thiaroye, Pikine, Guediawaye) and in the regions of Diourbel, Louga, and Fatick.

A. Required Tasks

1. Review of Background Documents

The contractor should be familiar with background documents such as the EDDI Performance Monitoring Plan (PMP), the list of tasks granted to Creative Associates Int'l Inc. (CAII), the Performance indicators defined for the SpO and the subsequent Tracking table, and the first "Study/survey report for the determination the data of reference of the EDDI program (Nov./July 2001)". The Special Objective Agreement (SPOAG) signed with the Senegalese Government may also be helpful as background documentation.

2. Design of the Data Collection Methodology and the Assessment of the level of Customer satisfaction.

The contractor shall design a data collection methodology, including information/data collection tools. The attached document entitled "*Revisions portant sur les variables a couvrir par la methodologie de collecte des informations et "données relatives au programme de EDDI (30 / 08 / 2001)"*" will be the basis for developing the information/data collection tools. As for the sources of the information/data, the contractor shall use census and other relevant sources (examples, DEPRE, DHS, etc.) that will provide accurate information/data sets concerning all the primary schools and girls vocational training centers (i. e.; CETEF and CRETEF) selected for EDDI intervention. As for assessing customer satisfaction level, this will be done using a sample of primary schools and girls training centers. The sample should reflect 1) location (rural and urban); 2) activity/program diversity; and 3) an appropriate coverage of the intervention zones throughout the four regions. Also the assessment should be sensitive to such aspects as gender and other socio-cultural and socio-economic aspects such as income sources, etc. The methodology shall help:

- a. to calculate the values of the indicators included in the PMP and the Tracking table (See Annex 2)
- b. to collect information/data on the categories of variables included in the “Fiche de Suivi d’un (e) Elève”
- c. to collect information/data on the categories of variables included in the above-mentioned document
to collect information/data which will help with the following issues:
 - (i) the kinds of records used to keep schools/centers related information and how these records are maintained
 - (ii) the functioning of the following entities that run or help to run the primary schools and girls training centers, teacher’s groups, parents associations, management committees, rural/communal counsels, etc.
 - (iii) Customers/target groups involvement/participation in decision making process both at activity planning and implementation levels; and,
 - (iv) Level of customer/target groups satisfaction with the services delivered by technical assistance from the grantee organization and its sub-grantees.

3. Execution of the information/data collection methodology

The contractor shall be responsible for organizing the execution of the data collection methodology defined in Section 2 above and supervising the work of field data collection personnel. This will entail the following:

- a. identifying and contacting schools and centers’ officials.
- b. pre-testing the data collection tools in the field to insure that it is comprehensible to students, teachers, parents and making adjustments as may be necessary before launching field level activity.
- c. recruiting, training, and supervising individuals charged with the field work
- d. providing logistical support to the field workers.
- e. collecting the data collection tools (completed survey forms or other information gathering tools) and periodically controlling the quality of the data collected. Early and progressive data entry is necessary to ensure good data quality control.
- f. analyzing the data; and
- g. presenting initial analysis to USAID/Senegal and appropriate customers for feedback.

B. Other Requirements

1. The contractor shall insure that translations into local languages, when required by a data collection tool, are accurate.
2. The contractor shall work closely with the SpO team and its partners in developing the data collection tools.
3. The contractor is required to use qualified and experienced personnel in designing and executing the task.

C. Implementation Plan

The contractor shall propose an implementation plan and budget that will indicate how and by whom, the task will be designed and executed, the needs of the personnel, logistical support, supplies, etc. and a milestone/progressive/incremental implementation plan.

The implementation plan shall include a timetable for the following tasks:

1. Review of documents
2. Design and pre-testing of data collection tools
3. Collection of data
4. Verifying, reviewing the data,
5. Data entry and analysis
6. Preparation and Completion of Final Reports

D. Contractor's key personnel and qualifications

a. Team Leader/Data Analyst

Responsibilities:

S/he will be responsible for team management and coordination, writing assignments, fieldwork preparation and briefings. S/he will ensure that the study report is completed on schedule and will ensure the quality of the English translation (to be done by an anglophone translator) of the final report. Working in conjunction with other team members, s/he will be responsible for analysis of the data and lessons learned and recommendation aspect of the data collection system.

Working with other team members, s/he will be also responsible for developing the sustainability and replicability aspects of the data collection system. S/he will be responsible for checking the quality of collected data.

Qualifications: Incumbent must:

- * have proven Team Leader experience, especially in leading teams for data collection.
- * have a minimum of 5 years experience in implementing various survey methodologies, preferably in the education sector in francophone Africa with at least 3 years in Senegal.

- * have extensive experience in the design of research/survey methodologies, data control and data analysis
- * have excellent spoken and written French.
- * have English language capabilities.
- * have a post graduate degree in a relevant Social Science
- * have local language capabilities (Wolof, Pulaar, Serere or other local languages).
- * have typing and word processing skills.

b. Sociologist

Responsibilities:

Working with the other members of the contract team, s/he will be responsible for the control of data quality and analysis of the data collected. S/he will closely work with Teachers' groups (*Equipes Pédagogiques*), Parents' Associations and School Management Committees.

S/he will be responsible for ensuring that the sociological aspects are taken into account in the design of data collection tools and data analysis (gender, religious aspects, etc.)

Qualifications: Incumbent shall:

- * have a minimum of 3 years experience working in (formal) education in Senegal.
- * have a data management and analysis experience.
- * have excellent French writing skills.
- * have a master's degree in Sociology or equivalent.
- * have typing and word processing skills.
- * have computer Programming and database management skills.
- * Local language capabilities (Wolof and other local languages).
- * Typing and word processing skills.

c. Statistician

Responsibilities: Working in conjunction with other team members, s/he will be responsible for:

- the design of the database.
- the design and execution of the data analysis plan.
- checking the quality of data and ensuring sound data entry.
- the design of the output tables.

Qualifications: Incumbent shall:

- * have a minimum of 3-5 years of database related work experience is required.
- * have at least a Master's degree in Statistics or related fields.
- * have preferably (but not required) experience in the education field.

IV. Period of performance/work schedule

The selected contractor shall be required to design and implement this task. Initial services will begin o/a January 28, 2002. The first draft report shall be submitted no later than February 28, 2002. All post-field level work deliverables including the Final Report shall be submitted to USAD/Senegal no later than March 15, 2002

V. Deliverables

The Contractor shall submit to USAID/Senegal the following deliverables:

1. A cost-effective data collection methodology made available in French (and copies translated into English by a native English-speaking translator before final submission) that can be conducted throughout the EDDI intervention zones and usable to track progress in the targeted schools and girls training centers over time (due 10 days following the contract signing).
2. The successful implementation of the task as measured by a completion rate of 75% of all the data collection tools performed at each school and training center.
4. A final report listing the problems encountered in carrying out the task, suggestions for improvements, and an analysis of the significance of the findings in terms of identifying major areas where improvements in the performance of formal (primary) and non-formal (vocational) education sub-systems are needed.

VI. Performance verification

The USAID/Senegal EDDI team will verify the quality of the data collection tools and the preparation of the field work.

After the completion of the task, USAID/Senegal will verify the quality of the results by using the following performance indicator:

The completed data collection tools have to cover 90-95% of the targeted primary schools and all the girls' vocational training centers.

Annex B

Performance Monitoring Plan for EDDI (PMP)

PRELIMINARY PERFORMANCE MONITORING AND EVALUATION PLAN (PMP) - INITIATIVE FOR EDUCATION AND DEVELOPMENT INITIATIVE (EDDI) SpO # 1

PERFORMANCE INDICATOR STATEMENT	DEFINITION & MEASUREMENT UNIT	DATA SOURCE	DATA COLLECTION METHODOLOGY (DCM)/ CALCULATION METHODOLOGY (CM)	DATA ACQUISITION BY MISSION		ANALYSIS, USE & REPORTING	
				Frequency	Responsible Person(s) & Team	Schedule	Responsible Persons
Special Objective (SpO) : Improved Basic and Vocational Education for Girls in Targeted Villages and Neighborhoods (within 5 km radius)							
Indicator 1: Proportion of school age girls newly enrolled in grade 1 (CI) for the first time	<p>Definition: This indicator measures the gross admission rate which is the proportion of school age girls enrolled for the first time in elementary education. This proportion is measured for the targeted primary schools in the rural area where school age girls may include 7- and 8-year girls.</p> <p>Measurement Unit: Percent (%) girls Numerator (N) = Number of school age girls in targeted primary schools Denominator (D) = Population of 7-year old girls in targeted intervention zones</p>	Contractor; DPRE/MEN; USAID	DCM : - Review of schools’ documents (Numerator); - Population census (denominator) CM: N/D*100	- Baseline data collected in Nov. to Dec. 2000 - Performance data is collected and submitted no later than Dec 31 of each year of implementation	Contractor; SpO#1 Team	R4	SpO#1 Team

Indicator 2: Proportion of 15-year old girls who have followed an education program	<p>Definition: 15 years is the maximum age from which children leave primary education for secondary education and other education/training programs such as technical, vocational or literacy training.</p> <p>Education/training programs refer to elementary education (6 years), basic community schools (4 years), girls technical schools (3years) and literacy training</p> <p>Measurement Unit : % girls</p> <p>Numerator : Number of 15-year old girls having followed such program</p> <p>Denominator : Population of 7-year old girls in targeted intervention zones</p>	Contractor; DPRE/MEN; USAID	DCM : Sample survey CM: N/D*100	- Baseline data collected in Nov. to Dec. 2000 - Performance data is collected and submitted no latter than Dec 31 of each year of implementation	Contractor; SpO#1 Team	R4	SpO#1 Team
Comments/Notes:: 1) i.e. for rural areas: villages within 3-5 km radius; and, for urban areas: neighborhoods within 500 meter radius							

KIR#1

PERFORMANCE INDICATOR STATEMENT	DEFINITION & MEASUREMENT UNIT	DATA SOURCE	DATA COLLECTION METHODOLOGY (DCM)/ CALCULATION METHODOLOGY (CM)	DATA ACQUISITION BY MISSION		ANALYSIS, USE & REPORTING	
				Frequency	Responsible Person(s) & Team	Schedule	Responsible Persons & Teams
Key Intermediate Results (KIR) 1: Increased Support of Parents and Local Governments to Primary and Vocational Schools in Targeted Areas							
Indicator 1: Number of actions taken by local entities towards targeted primary schools	Definition: The local entities include but not limited to the Parents Associations (APEs), the school management committees (SMC's), the Local Government Units, etc. <i>The types of actions of interest include the following countable supports to schools and training centers:</i> 1) construction/rehabilitation and maintenance of classrooms (e. g.; walls, roof, flooring), latrines, water supply, fences, windows, doors, etc. 2) provision/maintenance of seats/tables; 3) provision of school supplies such as chalk, pens, copy-books, etc. 4) payment of teacher lodging, meals, etc. Unit of Measure: Number of actions	Contractor; SMC's; USAID	DCM : Review of school and SMC's documents; Interview of informants. CM : Counting	- Baseline data collected in Nov. to Dec. 2000 - Performance data is collected and submitted no later than Dec 31 of each year of implementation	Contractor; SpO#1 Team	R4	SpO#1 Team

Intermediate Results (IR) 1.1: Increased awareness of parents to the importance of education, especially for girls, and to their roles and responsibilities							
Indicator: % of parents favorable to education in general and girls education in particular	<p>Definition: This indicator intends to measure the degree to which parents are supportive of education in general and girls' education in particular. A parent is considered to be "supportive" of girls' schooling, if he/she positively responds to 3 out of 4 questions on parental attitude. (See Methodological Report of EDDI baseline survey Contractor)</p> <p>Unit of Measure: Percent (%) parents Denominator (D) = All parents in the household survey sample Numerator (N) = Parents in the sample who positively respond to 3 out of 4 questions.</p>	Contractor USAID	DCM : Sample survey of student parents. CM : N/D*100	- Baseline data collected in Nov. to Dec. 2000 - Performance data is collected and submitted no later than Dec 31 of each year of implementation	Contractor; SpO#1 Team	R4	SpO#1 Team
Intermediate Results (IR) 1.2: Increased awareness of Local Government Units to their role and responsibility to education							
<u>Comments/Notes:</u>							

KIR#2

PERFORMANCE INDICATOR STATEMENT	DEFINITION & MEASUREMENT UNIT	DATA SOURCE	DATA COLLECTION METHODOLOGY (DCM)/ CALCULATION METHODOLOGY (CM)	DATA ACQUISITION BY MISSION		ANALYSIS, USE & REPORTING	
				Frequency	Responsible Person(s) & Team	Schedule	Responsible Persons & Teams
Key Intermediate Results (KIR) 2: Improved Environment in Targeted Primary Schools							
Indicator 1: Number of schools meeting minimum standard of quality	Definition: Index for minimum standards of quality includes: (i) hygiene - sanitary facilities such as toilets or latrines, hand-washing facilities and running water; (ii) safety – protection of students and school grounds from human and animal intrusion; and, (iii) availability of school materials to students, as required by grade.	Contractors; USAID	DCM : - Review of schools' documents – Site visits CM: check	- Baseline data collected in Nov. to Dec. 2000 - Performance data is collected and submitted no later than Dec 31 of each year of implementation	Contractor; SpO#1 Team	R4	SpO#1 Team
	Unit of Measure: Number.						

<p>Indicator 2: Number of teachers that applied gender sensitive approach to education.</p>	<p>Definition: Criteria for determining the actual application of gender sensitive approach to education are the following: the “<i>grille d’observation</i>” meets at least 80 percent of points; b) the school has a functioning “gender club”; and, i) at least two sessions of talks were organized to entertain local community members about gender sensitivity. The “<i>grille d’observation</i>” is an assessment tool prepared under the auspices of the MEN, with the purpose of evaluating the extent to which gender issues are taken into account in Senegal’s learning systems.</p> <p>Unit of Measure: Number</p>	<p>Contractors; DPRE/MEN; USAID</p>	<p>DCM : - Review of schools’ documents; - Site visits CM: counting</p>	<p>- Baseline data collected in Nov. to Dec. 2000 - Performance data is collected and submitted no later than Dec 31 of each year of implementation</p>	<p>Contractor; SpO#1 Team</p>	<p>R4</p>	<p>SpO#1 Team</p>
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Intermediate Results (IR) 2.1: Increased sensitivity of teachers to gender issues in targeted schools							
Indicator: Number of teachers trained in gender/equity issues	Definition: For this indicator, the plan is as follows: Year 1: training program (in gender sensitive approach to education) prepared ; and, Year 2: teachers trained Unit of Measure: Number	Contractors; USAID	DCM : - Review of schools' documents; - Site visits CM: counting	- Baseline data collected in Nov. to Dec. 2000 - Performance data is collected and submitted no later than Dec 31 of each year of implementation	Contractor; SpO#1 Team	R4	SpO#1 Team
Intermediate Results (IR) 2.2: Improved physical infrastructure in targeted schools							
Indicator: Number of schools with functioning sanitary facilities.	Definition: sanitary facilities include but not limited to: toilets, hand-washing, clean drinking water. Unit of Measure: Number	Contractors; USAID	DCM : - Review of schools' documents; - Site visits CM: counting	- Baseline data collected in Nov. to Dec. 2000 - Performance data is collected and submitted no later than Dec 31 of each year of implementation	Contractor; SpO#1 Team	R4	SpO#1 Team
Intermediate Results (IR) 2.3: Increased access to educational materials in targeted schools.							
Indicator: Percent of students that have basic school supplies.	Definition: A minimum number of school supplies is required by grade level which will be made available to students via School Management Committees at subsidized prices. The SMCs will replenish the supplies utilizing the receipts from these sales. Unit of Measure: Percent (%) students Denominator (D) = All students in the targeted classes. Numerator (N) = Those students in the targeted classes that have the required basic school supplies.	Contractors; DPRE/ME N; USAID	DCM : - Review of schools' documents; - Site visits CM: N/D*100	- Baseline data collected in Nov. to Dec. 2000 - Performance data is collected and submitted no later than Dec 31 of each year of implementation	Contractor; SpO#1 Team	R4	SpO#1 Team

Intermediate Results (IR) 2.4: Introduction of relevant life skills modules in targeted schools							
Indicator: Number of life skills modules implemented.	Definition: The life skills modules are practical training modules intended to provide the students of the CM classes with practical knowledge to improve their daily life and that of their family members. Unit of Measure: Number	Contractors; USAID	DCM : - Review of schools' documents; - Site visits CM: counting	- Baseline data collected in Nov. to Dec. 2000 - Performance data is collected and submitted no later than Dec 31 of each year of implementation	Contractor; SpO#1 Team	R4	SpO#1 Team

<u>Comments/Notes:</u>

KIR#3

PERFORMANCE INDICATOR	DEFINITION & MEASUREMENT UNIT	DATA SOURCE	DATA COLLECTION METHODOLOGY (DCM)/ CALCULATION METHODOLOGY (CM)	DATA ACQUISITION BY MISSION		ANALYSIS, USE & REPORTING	
				Frequency	Responsible Person(s) & Team	Schedule	Responsible Persons & Teams
Key Intermediate Results (KIR) 3: Improved Training Environment in Targeted Vocational Training Centers							
Indicator 1: Amount of internally generated earnings.	<p>Definition: The Centers generate earnings. through provision or production of goods (such as clothes, cookies, fruit juices, exotic meals, etc.) for sales and provision of services to individuals and/or institutions (such as training, catering, etc.). All or portion of the earnings is used to support the Center’s operating expenses .</p> <p>These expenses include: provision of material inputs needed to produce goods, repair and maintenance of equipment and sanitation facilities, and initial costs incurred for rendering services.</p> <p>Unit of Measure: CFA Francs</p>	Contractors; USAID	<p>DCM :</p> <p>- Review of Centers’ documents;</p> <p>- Site visits</p> <p>CM: counting</p>	<p>- Baseline data collected in Nov. to Dec. 2000- Performance data is collected and submitted no latter than Dec 31 of each year of implementation end</p>	Contractor; SpO#1 Team	R4	SpO#1 Team

Indicator 2: Number of centers meeting minimum vocational training quality standards	Definition: Index for minimum standards of quality includes: (1) Proportion of girls in their final year who have had an internship ; (2) Number of life skill modules taught (from 4 to a maximum of 8 modules); and, (3) Number of teachers who received at least one training in innovative technique Unit of Measure: Number of centers	Contractors; ; USAID	DCM : - Review of Centers' documents; - Site visits CM: counting	- Baseline data collected in Nov. to Dec. 2000- Performance data is collected & submitted no latter than Dec 31 of each year of implementation	Contractor; SpO#1 Team	R4	SpO#1 Team
Intermediate Results (IR) 3.1: Improved physical infrastructure in targeted centers.							
Indicator: Number of centers with functioning sanitation facilities	Definition: Sanitation facilities include but not limited to: toilets, hand-washing and running water. The facilities are said to be functioning when the students and their teachers are using them. Unit of Measure: Number of centers	Contractors; USAID	DCM : - Review of Centers' documents; - Site visits CM: counting	- Baseline data collected in Nov. to Dec. 2000 - Performance data is collected and submitted no latter than Dec 31 of each year of implementation	Contractor; SpO#1 Team	R4	SpO#1 Team
Intermediate Results (IR) 3.2: Increased equipment in targeted centers.							
Indicator: Ratio of functioning sewing machines available to final year students of the sewing section.	Definition: This indicator is used as proxy to account for the necessary training equipment/tools made available to students when they need most. Unit of Measure: Number of centers;	Contractors; USAID	DCM : - Review of Centers' documents; - Site visits CM: counting	- Baseline data collected in Nov. to Dec. 2000 - Performance data is collected and submitted no latter than Dec 31 of each year of implementation	Contractor; SpO#1 Team	R4	SpO#1 Team

Intermediate Results (IR) 3.3: Introduction and/or enhancement of complimentary, relevant life skills modules in targeted vocational training centers							
Indicator: Number of adolescent life skill modules implemented in targeted vocational training centers	Definition: The adolescent life skill modules are practical training modules intended to provide the girls with practical knowledge to improve their daily life and that of their family members. Unit of Measure: Number	Contractors; USAID	DCM : - Review of Centers' documents; - Site visits CM: counting	- Baseline data collected in Nov. to Dec. 2000 - Performance data is collected and submitted no later than Dec 31 of each year of implementation	Contractor; SpO#1 Team	R4	SpO#1 Team
Intermediate Results (IR) 3.4: Improved Collaboration between private sector and targeted vocational training centers							
Indicator: Number of internship positions provided to girls	Definition: The duration of an internship varies from one to three months. The internship positions are opportunities given to students to put in practice what is taught to them in classes Unit of Measure: Number	Contractors; USAID	DCM : - Review of Centers' documents; - Site visits CM: counting	- Baseline data collected in Nov. to Dec. 2000 - Performance data is collected and submitted no later than Dec 31 of each year of implementation	Contractor; SpO#1 Team	R4	SpO#1 Team
Intermediate Results (IR) 3.5: Improved skills amongst vocational centers' teaching staff							
Indicator: Number of teachers who attended training sessions on the targeted new skill areas	Definition: The training sessions will cover the following skill areas: <i><u>(JOG to provide short list)</u></i> Unit of Measure: Number	Contractors; USAID	DCM : - Review of Centers' documents; - Site visits CM: counting	- Baseline data collected in Nov. to Dec. 2000 - Performance data is collected and submitted no later than Dec 31 of each year of implementation	Contractor; SpO#1 Team	R4	SpO#1 Team
<u>Comments/Notes:</u>							

[Version .Nov 2001]

Annex C

The 15 Rural Schools of EDDI School site villages (15) et surrounding villages (73)

- Region of Louga (21 school sites and surrounding villages)

1. Kadji Madia school : 99 compounds

- a. Kadji Madia (school site)
- b. Kadji Thiongue
- c. Kadji Nianguène
- d. Kadji Santhi Ndiomèn
- e. Kodiolele
- f. Gonaki

2. Pété Ouarack school : 78 compounds

- a. Pété Ouarack (school site)
- b. Nguènt
- c. Yaari Dakhar

3. Bellakho school : 109 compounds

- a. Bellakho (school site)

4. Kanene Ndiob school : 144 compounds

- a. Kanene Ndiob (school site)
- b. Kanene Santhiou
- c. Nguembe Wolof
- d. Nguembe Peulh
- e. Santhiou Nguembe Peulh

5. Gassane school : 324 compounds

- a. Gassane (school site)
- b. Bedal Diawli
- c. Touba Oldou
- d. Bel Tati
- e. Gassel Kohe
- f. Touba Gassane

- **Region of Diourbel** (31 school sites and surrounding villages)

1. Nderep school : 173 compounds

- a. Nderep Bayé (school site)
- b. Louloup
- c. Mbadie
- d. Ndogo
- e. Thiathiaw

2. Ndondol school : 300 compounds

- a. Ndondol (school site)
- b. Wakhaldiame
- c. Same Khadane

3. Sambé school : 188 compounds

- a. Sambé (school site)
- b. Sambé Guinth
- c. Sambé Digue
- d. Ngaraf
- e. Ngoth
- f. Gouye Marane
- g. Ndinkou
- h. Tokossone 1
- i. Tokossone 2
- j. Mbel Pis
- k. Mbary
- l. Ndiawé

4. Gouye Gui school : 100 compounds

- a. Gouye Gui (school site)
- b. Keur Mar Ndiaye
- c. Keur Addou Niane
- d. Keur Bandjiri Ka
- e. Keur Djiby Yade
- f. Mbamba Gouye Gui
- g. Keur Balla
- h. Bere
- i. Keur Mor Sarr
- j. Gouye Guène Peulh
- k. Kellèle Bathiory

- **Region of Fatick** (36 school sites and surrounding villages)

1. Mbellacadio school : 203 compounds

- a. Mbellacadio (school site)
- b. Keur Guedji
- c. Yari Mak
- d. Yari Tébé
- e. Mbelkhapam
- f. Massarna
- g. Keur Mang
- h. Modèle
- i. Sibdar
- j. Pakhareme
- k. Ngoral
- l. Khassème
- m. Keur Jibane

2. Sagne school : 112 compounds

- a. Sagne (school site)
- b. Godaguène (partly)
- c. Nianiane
- d. Mboudaye (partly)
- e. Diack
- f. Ndiayène (partly)
- g. Mbaffaye (partly)

3. Nema Nding school : 65 compounds

- a. Nema Nding (school site)
- b. Medine Santhie

4. Koular Socé school : 92 compounds

- a. Kouar Socé (school site)
- b. Keur Seydou Ba

5. Darou Guèye school : 32 compounds

- a. Darou Guèye (school site)
- b. Doyali Tcheckène
- c. Doyali Tchérère
- d. Darou Mbacke
- e. Keur Diame

6. Ndiagne Kahone school : 34 compounds

- a. Ndiagne Kahone (school site)
- b. Ndialène
- c. Peulhgue
- d. Mbodiène
- e. Petaigne (partly)
- f. Tewrou
- g. Keur Soulèye

Total Compounds (15 schools) : 2,053 compounds

Annex D

Geographic Location of the Schools and Centers

School Name	Latitude	Longitude
Region de Louga:		
CRETEF de Louga	North 15 37.136	West 16 13.272
Kadji Madia	North 15 27.673	West 15 03.484
Pété Ouarack	North 15 59.544	West 15 38.578
Bellakho	North 15 21.054	West 16 20.884
Kanene Ndiob	North 15 22.132	West 16 10.463
Gassane	North 14 49.270	West 15 17.653
Artillerie	North 15 37.580	West 16 13.396
Region of Diourbel:		
CETEF of Bambey	North 14 41.946	West 16 27.512
Nderep	North 14 45.408	West 16 34.640
Ndondol	North 14 38.809	West 16 35.265
Sambé	North 14 41.595	West 16 10.502
Gouye Gui	North 14 44.441	West 16 02.496
Sessene	North 14 38.897	West 16 15.373
Gawane	North 14 48.121	West 15 54.183
Region of Fatick:		
CRETEF de Fatick	North 14 20.077	West 16 24.785
Mbellacadio	North 14 20.466	West 16 17.697
Sagne	North 14 24.479	West 16 24.505
Nema Nding	North 13 42.591	West 16 25.849
Koular Socé	North 13 41.425	West 16 10.332
Darou Guèye	North 14 26.932	West 16 02.162
Ndiagne Kahone	North 14 21.051	West 15 49.344
Region of Dakar:		
CETEF de Pikine	North 14 44.864	West 17 24.216
Pikine 23 A	North 14 46.757	West 17 22.523
Pikine 23 B	North 14 46.734	West 17 22.523
Pikine 20 A	North 14 46.661	West 17 23.362
Pikine 20 B	North 14 46.674	West 17 23.403
Pikine 7 A	North 14 45.410	West 17 23.734
Pikine 7 B	North 14 45.384	West 17 23.704
Colobane Lansar A	North 14 45.640	West 17 23.345
Colobane Lansar B	North 14 45.614	West 17 23.350
Malika Récepteur	North 14 47.084	West 17 20.477
Mamadou Mady Ndiaye	North 14 46.122	West 17 22.120
Khar Yalla	North 14 43.304	West 17 27.317
Grand Médine	North 14 45.732	West 17 26.966

Annex E

Methodological Guide on Data Collection for the EDDI Program in Senegal

**L. T. Associates, Inc.
Washington, D.C.**

June 2002

I. INTRODUCTION

This proposed data-collection methodology has developed in the framework of the Education for Development and Democracy Initiative (EDDI), a U.S. government-wide effort to improve the level and quality of education in Africa and encourage the integration of the continent into the global, free-market economy.

In Senegal, EDDI aims at increasing girls' access and retention in the basic education system. To this end, in December 2000, EDDI initiated Project JOG (Jeunes Filles Orientées à Gérer l'Avenir du Sénégal) for a two-year period. The Project is implemented by Creative Associates International, Inc. (CAII) in partnership with two Senegalese NGO's, Tostan and ADEF/Afrique.

JOG aims to mobilize local communities in villages and urban neighborhoods to sustain improvements at 30 primary schools and four vocational training centers for girls in the regions of Diourbel, Fatick, Louga and the Dakar area.

To track Project performance, USAID/Senegal has developed 17 indicators to measure progress in the 34 schools under three key intermediate results (KIR) categories and one special objective for the Education Sector. They are explained in detail in the EDDI Performance Monitoring and Evaluation Plan (PMP).

Besides guiding the baseline data collection that will help track progress under the 17 indicators, this proposed methodology aims to analyze the level of participation and the degree of satisfaction of target groups that include pupils, teachers, parents, parents' associations (APE), and school management committees (SMCs). The methodology was developed on the basis of the lessons learned during a data-collection exercise performed in February and March 2002 by a team of L.T. Associates, Inc. (LTA), consultants (cf. Annex A of the present report).

II. THE DATA-COLLECTION AND ANALYSIS TEAM

The Consultants

As was the case in the 2002 data-collection effort, when a team of consultants was tasked with generating baseline data to be used to track and verify progress under the EDDI Program, the data-collection and analysis team should be composed of three persons. Although this number may vary, team members must together be specialized in gender issues, primary education and girls' education, and one member must be a data-entry and data-processing specialist.

The 2002 team comprised specialists in education, socio-economics, gender evaluation, sociology and community development as well as monitoring and field surveys. This wide combination of knowledge and experience proved to be fruitful, and should be replicated in follow-up exercises. The team leader should report directly to the firm charged with the collection and analysis, and have proven experience in project evaluation and monitoring, basic education and gender issues.

The Data Collectors

Given the magnitude of the 2002 baseline data collection effort (large number of indicators, households, schools and target groups), the LTA team decided to recruit a good number of experienced, well-educated data collectors with proven knowledge of the field. Given the success of this experience, the team recommends that future efforts proceed similarly, albeit with certain changes.

The six most experienced data collectors (there were five in 2002) should take part in the pre-testing of the questionnaires. Afterwards, they should undertake the survey in 12 primary schools and one vocational training center (CETEF, using the French acronym) of the Dakar region. They should then lead the data-collection teams for Louga, Diourbel and Fatick, using two data collectors per team.

The Dakar Region

The six experienced data collectors for the Dakar region should have postgraduate diplomas as well as extensive field experience. They will be the leading members of the three data-collection teams in the other regions, and, if need be, will assist their fellow data collectors in their interviews with the households.

The Provinces

For the region outside Dakar, there should be three teams of five data collectors each, all trained. As noted, two of the collectors on each team will have been part of the Dakar team. The three members of the consulting team will also join the data collectors on the basis of one consultant per team. The other nine collectors will deal essentially with household surveys; for this, they should be people with both rural backgrounds and extensive experience in working with people.

Recruitment of Field Data Collectors

The field agents doing the household surveys can be directly recruited at the district level within the Project area, saving on salaries and accommodation. Such an approach, however, risks the hiring of people with insufficient technical know-how and experience. This possibility, plus the LTA team's successful experience in recruiting data collectors from Dakar, argue that it remains preferable to recruit the data collectors in Dakar provided they have a good knowledge of the local languages (Pulaar, Sereer, and Mandinka) and an ability to work in rural areas.

III. STRUCTURING THE STUDY AND THE DATA-COLLECTION PROCESS

Review of Background Documents

Any team in charge of monitoring or evaluating the EDDI initiative should review beforehand all relevant background documents from EDDI, the JOG Project, CAII, Tostan and ADEF/Afrique. These would include the following at a minimum:

- The JOG Project's quarterly reports.
- The LTA Baseline Data Collection Report of May 2002
- This Methodological Guide (May 2002)

- The EDDI Performance Monitoring and Evaluation Plan (PMP)
- Other background documents on the JOG Project and on the Senegalese government's program for basic education

Initial Discussion with USAID and Project JOG

Any future data-collection team should meet the EDDI/SPO team as well as the primary actors in Project JOG; namely, Project JOG's Chief of Party and the Heads of Office for Tostan and ADEEF/Afrique. During the 2002 exercise, the collaboration with these partner organisations was extremely fruitful; for example, Tostan and ADEF facilitators and animators expedited the data-collection teams' contacts with people, schools and villages.

Training of Data Collectors

Training for the data collectors is an extremely important stage in the process. The training sessions can be brief as long as the trainees have had extensive field experience and have worked together a number of times before. If so, the training can be practical rather than theoretical. The training should not only help the trainees become familiar with the data-collection tools (questionnaires) by involving practice with them through simulation, but will allow the trainees to share views and experience and thus harmonize their data-collection approaches, particularly with the household questionnaire.

The training can be accomplished in two days, according to the following schedule:

Day 1- Study of questionnaires for schools and centers

- School identification questionnaire
- Level-of-participation/satisfaction questionnaire for school management committees and parent associations
- Identification and level-of-satisfaction questionnaire for students
- Teachers' questionnaire
- Questionnaire for vocational training centers
- Translation, simulation, practical exercises, role-playing

Day 2 – Study of household questionnaire

- Translations, simulations, practical exercises, role-playing
- Identification of pupils age 7-8 and 15
- Parents' attitudes, practical exercises, role-playing

IV. DATA-COLLECTION TIMETABLE

Data Collection in the Dakar Area

As in the 2002 exercise, the team of six data collectors should split into three groups, each to be headed by one member of the consultants' team. In one five-day work week, they should be able to complete the survey in the Dakar area, according to the following agenda:

Days	Team 1	Team 2	Team 3
1	Pikine 23 A	Pikine 23 B	Pikine 20 A
2	Pikine 20 B	Pikine 7 A	Pikine 7 B
3	Colobane Lansar A	Colobane Lansar B	Malika récepteur
4	Mamadou A Ndiaye	Khar Yallah	Grand Medine
5	CETEF de Pikine		

Data Collection In The Provinces

Three teams of five data collectors each, plus one member of the Consultants' team, making a total of 3 teams of 6 persons (18 in all), will go into the regions, sending one team into each region. This will reproduce the experience of the 2002 Exercise, with nevertheless a reduction in the number of enumerators (5 per team instead of 7 or 8).

Each team should have its own four-wheel drive vehicle with driver. This should allow the teams to finalize the survey within 13 working days, assuming the household survey is reduced to a 33% sample of the full survey performed during the 2002 exercise. If, however, the scope of the survey remains as it was in 2002, the teams will need an additional three to four working days in the field.

In each region, a team of two experienced data collectors (those who worked on the Dakar survey) should collect data from the target groups and schools while the three others deal exclusively with the households. Once their work is accomplished, the first two collectors will assist the others in their work.

As in 2002, the work in the regions can be conducted according to the following table, provided that the teams leave Dakar on a Sunday.

Day	Team 1	Team 2	Team 3
	Diourbel Region	Louga Region	Fatick Region
1	Field Travel	Field Travel	Field Travel
2	CRETEF de Bambey	CRETEF de Louga	CRETEF de Fatick
3	Nderep	Artillerie	MBellacadio
4	Nderep	Pete Warak	MBellacadio

5	Ndondol	Kadji Madia	Sagne
6	Ndondol	Kadji Madia	Sagne
7	Sessene	Kadji Madia	Nema Nding
8	Data review	Data review	Data review
9	Gouy Gui	Gassane	Koular Socè
10	Sambè	Gassane	Koular Socè
11	Sambè	Mbellakho	Ndiagne Kahone
12	Gawane	Kanene Diop	Darou Guèye
13	Return from field	Return from field	Return from field

V. TOOLS AND DATA-COLLECTION METHODOLOGY

The 2002 data collection exercise has proven the paramount importance of the nine data-collection tools (questionnaires), and it is proposed here that these constitute the basis for future data-collection surveys. Each of these tools requires its own methodological approach in the field. Most of the tools deal with target groups within school premises and/or its environs. Some of the questionnaires deal with several indicators at the same time.

To aid the reader's understanding, we present near the end of this Annex a summary table that explains in detail the relation between the data-collection tools and the 17 PMP indicators. In recommending the use of these tools for future EDDI baseline data collections, we fully understand that the content can be modified at any time in the light of field experience.

A. The Household Questionnaire

Methodological Issues

The 2002 approach consisted of counting systematically the population of 7 and 15 year-old girls in each household in every targeted village and neighbourhood within a five-kilometer radius of the 15 EDDI-targeted rural primary schools. In doing this census, the teams met more than 2,000 households, with the number per area varying from 70 households to 300.

The 2002 teams counted not only all households in the village, site of the school, but all households in neighbourhood villages within a 3-5 mile radius that sent their children to the EDDI school.

For the future, it is recommended that the household survey be reduced to one-third that done in 2002. This would still provide a sufficiently large sample from which to generalize. Such an approach would

reduce the number of data collectors as well as various other expenses without any negative bearing on the scientific validity of the research findings. The accuracy of the 2002 findings will enhance follow-up surveys of the Gross Admission Rates (GAR) of the EDDI initiative for many years to come.

To reach an accurate GAR, one needs to tackle the case of the six-year olds registered in grade one in some of the EDDI schools. We were given three main reasons for this phenomenon:

- (1) The need to use six-year olds to fill newly constructed classrooms that 7 year-olds would be insufficient to fill.
- (2) The personal desire of some school heads to give local children an additional chance to succeed in their schooling by registering them a year prior to the official registration age.
- (3) The effects of the sensitivity campaign mounted during the 2001 registration period.

Besides these explanations, it must be added that it is very difficult to determine children's age in rural Senegalese society given the fact that most children lack birth certificates. In cases where school headmasters deliberately enrol a high percentage of 6-year old children, it is very difficult to measure the GAR by drawing a comparison between the 7-8 year-old children in the households and 7-8 year-old pupils enrolled in grade one classes. In these cases, the 7-8 year-old children are supposed to be in grade two unless they are repeating grade one.

Given this situation, it would be much more reasonable to compare the 6-7 year-old children in the households with the children of the same age group in grade one. The situation raises a methodological problem due to the fact that some schools continue to enrol children under the legal schooling age.

Survey Process

When the collection teams arrive in the village, they first meet the school headmaster, the village chief, and representatives of the school management committee and the parents' association. Once they explain their approach, the team draws a diagram showing all village districts and all neighbourhood villages. If need be, the diagram is first drawn on the ground or on the blackboard, and thereafter transferred to paper.

Once this exercise is accomplished, the team of data collectors easily finds its way to the villages. However, as the 2002 exercise showed, there is still a great need to recruit local guides to help collectors find certain remote villages and households.

Once the method of approach is clearly established, the data collectors go with the team vehicle to their respective districts or villages, and are collected after a certain period of time. The main objective is to do an entire household sample in one day; if, however, a team is not able to finish its work, it will return the following day, or in some cases spend the night in the village, to finalise the work.

Besides the need to include all the target households in the survey (whether the entire number or a one-third sample), the household questionnaire requires certain types of questions to be asked of the interviewees. The interviewee must necessarily be an adult, whether a man or a woman, but not necessarily the head of household, as this may create a delicate situation, particularly when the head of household is an elderly person who can no longer bear school-age children.

There is, first, the problem of the identification of the 7-8 year-olds living in households: the 2002 data-collection team estimated that the 6 year-olds needed to be counted, particularly when a great number of this age group is enrolled in the schools. In this case, the date of reference would be their age at the time of their registration, e.g., for the 2001 academic year. It is therefore expected that these children will now be 7 or 8 years old. The team also estimated that in the households all targeted children had to be counted, even if they were momentarily absent, as in the case of the 15 year-old girls who leave their villages for domestic work in nearby towns. In the event, however, that they live permanently in another compound in the village or outside the village, they should not be counted.

The second part of the household questionnaire deals with the counting of 15 year-old girls living in the compound, or who came in through marriage or for any other reason. In any case, the data collectors should also count the total number of 15-year old girls permanently absent from the village.

The four remaining parts of the questionnaire deal with the attitudes, knowledge, participation and satisfaction of the adults in the compounds. The questions should be asked to at least one adult living in each compound. When data collectors come across several adults willing to answer the questionnaire, a focus group should be organized with them.

B. Identification of First-grade Pupils Questionnaire

To identify first-graders, it is necessary to cross-reference the headmaster's registration book with that of the schoolmaster. In the case of a difference between the two, the first grade teacher's registration book should prevail. Data collectors should collect not only the pupils' ages but their full names in order to establish a comparison with the headmaster's official figures. In the case of a divergence between the two registration books, data collectors should ask the teacher to explain the differences.

Since schools' enrolment figures are set up weeks prior to the beginning of the academic year, there are inevitably drop-outs that are not accounted for by some headmasters. Therefore, there is always a need to confirm all drop-out cases with the teachers. Naturally, one must clearly distinguish real drop-outs from pupils on short absences due to reasons such as trips or illnesses. It is also important to distinguish pupils enrolled for the first time in grade one from those who are repeating grade one.

The measurement of newly-enrolled pupils in grade one constitutes the numerator for the Gross Admission Rate (GAR), whereas the total population of school-age children (7-8 year-olds) in the households is the denominator. The calculation can be done for the total population or disaggregated by sex.

The case of six-year old children present in some schools has already been dealt with above. One of the two data collectors working in a school should be responsible for counting the first-grade pupils.

C. Primary School Identification Questionnaire

This collection tool is for use in the school compound. It serves not only to identify the school, but also to count the total number of class sessions, the total number of pupils, and the number of teaching personnel, disaggregated by sex and professional category. Finally, it serves to make known the availability and state of sanitary facilities, water supplies, fences and school supplies.

One of the two data collectors working at the school will take personal responsibility for the school identification questionnaire.

D. Teachers' Questionnaire

This new type of questionnaire should be used in all rural and peri-urban primary schools. It serves to record (1) the level of teachers' participation in the training sessions organised by Project JOG, (2) their level of participation in the SMC's, (3) the level of application of gender-sensitive approaches to education, (4) the level of customer satisfaction vis-à-vis the services provided by Project JOG, and (5) the level of distribution of school supplies (slates, pens, pencils, color-pencil sets, erasers, rulers, and compasses) provided in the framework of the EDDI Program.

The teams collect data on these issues differently from the focus-group method they used for the majority of target groups. Either the questionnaire is distributed directly to the teacher, who fills it out and hands it back to the data collector a moment later; or the collector organises a direct interview with each teacher in the school. Given the complexity of the task, it is important to verify the quantity of, and the distribution procedures for, school supplies for the classes as well as the quality and diversity of the headmaster's management tools.

E. Parents' Association (APE) Questionnaire

There should be a focus group discussion with at least some members of the Parents' Association Executive Committee whenever such exists, provided that the APE is a totally different body from the School Management Committee. It was noticed from the 2002 experience that in most EDDI schools, the SMCs generally tended to supplant Parents' Associations, which have their own objectives and are different from the heterogeneous SMCs.

APE representatives should be interviewed in focus groups to determine the type of support actions they have performed on behalf of the schools, the parents' level of knowledge of Project JOG, their level of participation, and their satisfaction with the Project's services.

One of the data collectors on the school team will be responsible for this interview as well as for that with the SMC.

F. The School Management Committee Questionnaire

The SMC is composed of a great variety of parents, teachers and local government leaders. The same set of questions used for the APE representatives will be asked of the SMCs, since the questions are interrelated and they deal with level of knowledge of the Project as well as participation in and satisfaction with Project activities.

G. Satisfaction Questionnaire for Pupils of the Two Final Years of Elementary School

This questionnaire aims at measuring the level of knowledge and satisfaction of *Cours Moyen 1 and 2* pupils with regard to services rendered by the Project. This will be determined from a focus group interview, with a few pupils chosen at random but on a gender-balanced basis.

H. The CRETEF/CETEF Questionnaire

This questionnaire aims to elicit the data needed for most of the indicators associated with the EDDI-targeted girls' vocational training centers. The questionnaire deals with the identification of the center, the training sessions, the total number of teachers and students, and the state of the center's physical infrastructure. Some of the data collectors will go after this information while the others interview the head mistress. Since the targeted vocational centers are all equipped by the Project, the data collectors should verify how many sewing machines are functioning and available to the final-year students. The physical infrastructure of the vocational centers, including toilets, hand-washing facilities, and running water, should also be the object of observation by the team. Internally-generated earnings and their usage should be recorded with accuracy.

I. CRETEF/CETEF Teachers and Students Questionnaire

The remaining indicators that aim at monitoring the performance of the technical vocational centers will be dealt with during focus group discussions with the teachers, which will be used to measure teacher participation in the training sessions on entrepreneurship and micro-enterprise offered by the Project as well as teachers' level of satisfaction with these training sessions. Special attention should be paid to the number of internships provided to girls in their last training year. Through the discussions with the teachers, the data collectors will determine the number of adolescent life-skill modules implemented in each targeted vocational training center. Finally, the questionnaire will measure the students' level of satisfaction vis-à-vis the services rendered by the project. These data will be collected through a focus group interview, mainly with students in their final training year.

RELATIONSHIPS BETWEEN DATA-COLLECTION TOOLS AND INDICATORS

Indicators	Source of information	Tools
1. Gross Admission Rate	Grade 1 households	Pupils in grade 1 class questionnaire household questionnaire
2. Proportion of 15 year-old girls who have followed an education program	Households	Household questionnaire
3. Actions taken by local entities	Parents' Associations, SMC's, LCU	Parents Associations SMC'S and CRETEF / CETEF questionnaires
4. Percentage of parents favorable to education	Households	Household questionnaire (2 nd part)
5. Number of schools meeting minimum standard quality	School	School questionnaire; Direct observation
6. Number of teachers that apply gender-sensitive approach to education	School	Teachers' questionnaire
7. Number of teachers trained in gender/equity issues	School	Teachers' questionnaire
8. Number of schools with functioning sanitary facilities	School	School questionnaire ; Direct observation
9. Percent of students that have basic school supplies	Pupils and teachers	Teachers' questionnaire; Direct observation

10. Number of life-skills modules implemented	Schools (CM classes)	Teachers' questionnaire' pupils' questionnaire
11. Amount of internally generated earnings in CRETEF/CETEF	Pedagogical team CRETEF/CETEF	Teachers' group and pupils' questionnaire
12. Number of centers meeting minimum vocational training quality standards	CRETEF/CETEF	Teachers' group and pupils' questionnaire
13. Number of centers with functioning sanitation facilities	CRETEF/CETEF	CRETEF/CETEF Questionnaires
14. Ratio of functioning sewing machines available to final year students	CRETEF /CETEF	CRETEF /CETEF Questionnaires
15. Number of adolescent life-skills modules implemented in targeted vocational training centers	Pedagogical team	Teachers' group and pupils' questionnaire
16. Number of internship positions provided to girls	Pedagogical team	Teachers' group and pupils' questionnaire
17. Number of teachers who attended training sessions on the targeted new skill areas	Pedagogical team	Teachers' group and pupils' questionnaire

VI. DATA ENTRY AND PROCESSING

All the nine data-collection tools used in the primary schools and the CRETEF/CETEF centers should be designed for data processing with SPSS or other appropriate software package, which could even be MS Excel to the extent that the household survey is brought down to a significantly reduced sample size than in 2002.

Codification

Once the questionnaires are validated, they should be codified, except for variables with open answers. The codification is not finalised until the end of the data-collection process. The team in charge of the data processing will prepare beforehand the database design using SPSS.

Checking for Data Quality and Accuracy

Each team leader should at the end of the day collect all the questionnaires already filled out. He will then have to check the accuracy of the collected data. The purpose is not only to check the quality of the work, but also to reduce mistakes. This procedure should continue into the data-inputting phase, when mistakes can still be corrected.

Data Inputting

Given the diversity of the tools and the magnitude of the work, even if a reduced sample is used, the data-inputting process needs to be carried out simultaneously with data collection. In this respect, the option consisting of conducting the survey in Dakar before the other regions will have the advantage of minimizing eventual delays. As was done in the 2002 Exercise, after the first week of data collection in the regions, all filled-out questionnaires should be sent back to Dakar for data-inputting purposes.

The data-inputting and processing team should be composed of experienced professionals using several computers (the 2002 team had four computers) and possessing database management skills. These need to be specialists focused only on this type of analysis. However, it is important to involve this group in the construction of questionnaires, since the values that they derive from analysis must necessarily respond to survey needs. If the analysis team is too cut off from the formulation of data collection tools, a certain misunderstanding of the objectives of each part of the questionnaires could arise.

Data Processing

N°.....

Data processing of results could be done with SPSS or even MS Excel (SPSS en 2002). Since the number of responses is relatively small in most of the questionnaires (all except the household survey and the teacher survey), data inputting and processing do not stand out as problems and would not need SPSS. The teacher survey, with over 200 responses, is still manageable with Excel, all the more so because the calculation of indicator values does not require deep statistical analysis.

There remains the household survey with its responses running at over 2,000. Nevertheless, the inputting of this survey could be done in Excel, all the more so since USAID needs its data in the form of Excel files to bring its database up to date through the years. In view of the large size of the spreadsheets in this household survey, careful attention will be required during the inputting and processing of the raw data coming in from the field.

One of the reasons it is recommended to use Excel in the future is that few people know how to use SPSS, thus limiting its use. However, Excel is known by many. The use of a sample of one-third (or less) of households would reduce the number of responses in this survey to below 700, making Excel even more acceptable in separating out responses.

The report should be written in MS Word and the database furnished to USAID in MS Excel. The text of the report will contain summary tables in MS Word relating to the PMP indicators and to the participation and satisfaction of the target groups.

With a view to efficiency, the report could first present key output tables relating to the 17 indicators covered. The whole set of supplementary data collected from the different actors, including the suggestions and recommendations sections of questionnaires, direct observation by enumerators, and informal contacts and meetings, will contribute substantially to filling out and enriching the quantitative analyses.

Annex F

Data Collection Tools

Form A : HOUSEHOLD/COMPOUND SURVEY

N°.....

(Counting of children of 7 and 8-year old and of 15-year old girls / Perception of populations regarding girls' education)

I- IDENTIFICATION

<i>Items</i>	<i>Names/Identification</i>	<i>Codes</i>
Region :		
Departmental Inspectorate :		
Commune :		
Rural community :		
Name of village		
Name of school :		
Name of compound head :		
Number of households in compound :		
Status of principal respondent:		

II – IDENTIFICATION OF CHILDREN OF 7 AND 8- YEAR OLD

N°	First & Last Names	Sex 1 = girl 2 = boy	Age (Put last - birthday age)	Residence 1=present 2=absent	Level of educative (French school) 1 = not enrolled, 2 =enrolled this year, 3 =enrolled last year
1					
2					
3					
4					
5					
6					

7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
19					
20					

III – IDENTIFICATION OF GIRLS OF 15- YEAR OLD

N°	First & Last Names	Participation in an educational activity : <i>1 = yes and 0 = no</i>							
		1= present 2=absent	Has attended a course	French school	Arab school	Non- formal	Literacy	Techn. training	Others
1									
2									
3									
4									

5									
6									
7									
8									
9									
10									
11									
12									

IV – PERCEPTION/ ATTITUDE TOWARD EDUCATION IN GENERAL AND TOWARD GIRLS’ EDUCATION

First and last names of respondent:..... SexAge /...../

- 1- If you have a child old enough to attend the French school, would you choose to enrol that child to school ?
1 = yes ; 2= no

1. I you have a son and a daughter who both reach the age of going to school, is it as important to you to enrol the girl as the boy ?
1 = the girl; 2 = the boy; 3 = either one

3. You have a boy and a girl attending school at the moment; if you are compelled to withdraw one of the two from school due to financial constraints, will you choose the girl or the boy?
1 = the girl ; 2 = the boy

4. If the answer to the question is 1, will you still make that decision even if the girl is doing very well at school ? **1 = yes ; 0 = no**

5. Do you think that girls should go as far as boys with regard to education ?
1 = yes ; 0 = no

6. If you have a daughter who reaches a marriage age while she is still going to school, would you choose to :
1 = let her continue her studies; 2 = stop her studies to get married ;
3 = let her get married while still going to school; 4= Other response

V – LEVEL OF KNOWLEDGE ABOUT THE PROJECT

7. Do you know the JOG Project ? **1 = yes ; 0 = no**
(If the response is no, place the code « not applicable » in all other questions)

8. Are you aware of the presence of the facilitators ? **1 = yes ; 0 = no 2=not applicable**

VI – PARTICIPATION

9. Which one of the following Project activities have you mostly taken part in ?
1= monetary contribution; 2 = labor for construction or rehabilitation ;
3 = participation in training ; 4 = others to specify; 5= not applicable

VII- LEVEL OF SATISFACTION

10. Are you satisfied with the services provided by the project ?
1=satisfied 2=somewhat satisfied 3= not satisfied

For each aspect place in the column Assessment one of the following :
1 = if very satisfied; 2 = satisfied; 3 = a little satisfied ; 4 =not satisfied; 5 =not satisfied at all ; 6 =not applicable

Aspects to assess	Assessment
-Construction rehabilitation	
-School materials	
-Training of school management committees	
-Training in life skills/literacy	
- Others to specify	

VIII- SUGGESTIONS AND RECOMMENDATIONS

a.....
b.....
c.....
d.....

First and last names of Enumerator :	Date :
--------------------------------------	--------

Form B : IDENTIFICATION ELEVE CLASSE DE CI

N°.....

I- GEOGRAPHICAL IDENTIFICATION

<i>Items</i>	<i>Names/Identification</i>	<i>Codes</i>
Region :		
Departmental Inspectorate :		
Commune		
Rural community :		
Village		
Name of school:		
Class of :		
Class type: (<i>traditional, CCM, CFD</i>)		

II – PUPILS IDENTIFICATION

N°	First & last names	Sex 1 = <i>girl</i> 2 = <i>boy</i>	Age (Record the number of years)	Situation at the time of enrolment 1=New enrolment 2=First-time repeated 3= Drop-out/Transfer
1				
2				
3				
4				
5				
6				
7				
8				
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12				
13				
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Form C : SCHOOL IDENTIFICATION

N°

I- GEOGRAPHICAL LOCATION

<i>Items</i>	<i>Name/Identification</i>	<i>Codes</i>
1-Region :		
2-Departmental Inspectorate :		
3-Commune :		
4-Rural community :		
5-Name of school :		
6-Director: (Male/Female)		

II- IDENTIFICATION

- 7- Number of classes : /...../
- 8- Number of courses : /...../
- 9- Number of courses CDF / CCM : /...../
- 10- Number of pupils: boys /...../ girls /...../

III – TEACHING STAFF

- 11-Number : men/...../ women /...../
- 12-Number of arab teachers men/...../ women /...../
- 13-Number of voluntary teachers men/...../ women /...../
- 14-Number of certified teachers (CAP) men /...../ women /...../
- 16-Nombre d'enseignants Contractuels hommes /...../ femmes /...../

IV- SCHOOL ENVIRONMENT

- 17- Do sanitary facilities exist in the school? **1= Yes 2= No**
- (If the response is No, go to question No. 21)
- 18-Sont- ils fonctionnels ? **1= Yes 2= No**
- 19- Do sanitary facilities exist separately for boys and girls ? **1= Yes 2= No**
- 20- Number of operating toilets (WC/ Urine) per pupil /...../
-

21-Is there water supply in your school ?

1= Yes 2= No

22-Do you have running water in your school ?

1= Oui 2= Non

23-Does your school have a enclosing wall?

1= Yes 2= No

24- Number of teachers trained in gender

/...../

25- Number of teachers using methods which are sensitive to gender /...../.

NB : To collect for each school :

Longitude :

Latitude :

First and last names of the Enumerator :

Date :

Form D : QUESTIONNAIRE FOR TEACHING STAFF

N°.....

I- IDENTIFICATION

<i>Items</i>	<i>Name/Identification</i>	<i>Codes</i>
1-Region :		
2-Departmental Inspectorate:		
3-Commune		
4-Village		
5-Rural Community :		
6-Name of school :		
7-First and last name of Teacher		
8-Class of : (1st to 6th grade)		

II- TRAINING IN GENDER9- Have you attended a gender training program? **1= Yes** **2= No***(If the answer is No, skip to question N°11)*

10-If yes, what do you think of the relevance of the course content?

1=very relevant 2= relevant 3= little relevance 4= not relevant**5= Not applicable (that is, no gender training received)****III – LEVEL OF APPLICATION**11- Do you apply a gender approach in your teachings ? **1=Yes** **2=No****If yes, how ?**.....
.....12-Do you use a gender observation matrix ? **1=Yes** **2=No**13- Is there an active gender club in your school ? **1=Yes** **2=No**

14-Have you held at least a meeting on gender issues with the communities ?

1=Yes 2=No*(Questions 15 et 16 are only for teachers of Grades 5 and 6)*

15- Have the life skills modules been introduced in your classes ? **1=Yes 2=No**

16-If yes, how many modules ? /...../

IV- PROVISION OF TEXTBOOKS AND SCHOOL MATERIALS

17- Number of pupils in possession of Reading books/ Total.....

18 –Number of pupils in possession of Math books/ Total.....

19-Number of pupils in possession of both books/ Total.....

20-Have you received a packet of school supplies

(small material : bic pen, eraser, notebooks..) for your class ? **1= Yes 2=No**

V – SATISFACTION LEVEL

21-Are you satisfied with the services of the project ?

1=satisfied 2=Fairly satisfied 3= Not satisfied

For each aspect, put in the Assessment column :

1 = if very satisfied ; 2 = satisfied ; 3 = a little bit satisfied ; 4 = not satisfied ; 5 =not satisfied at all 6 =not applicable

Aspects to evaluate	Assessment
-Construction/ rehabilitation	
-Supplies	
-Training of school management committee	
-Training in life skills modules/literacy	
-Others to specify	

VI- SUGGESTIONS AND RECOMMENDATIONS :

a.....

b.....

c.....

First and last names of Enumerator :	Date :
--------------------------------------	--------

Form E : QUESTIONNAIRE FOR A.P.E
(Parents' Associations)

N°.....

I - IDENTIFICATION

<i>Items</i>	<i>Name/identification</i>	<i>Codes</i>
1-Region :		
2-Departmental Inspectorate :		
3- Commune :		
4-Rural Community :		
5-Name of school :		
6-Number of participants in focus groups (preferably 3M and 3F)		

II- PARTICIPATION IN SCHOOL LIFE

7-Has the APE contributed to school life since the beginning of the school year ?

1= Yes 2= No

(If the answer is No, skip to question No. 8. If yes, then in what area?)

Areas of Participation	
- Labor for the construction/ rehabilitation	Nber of times /...../
- Communicaion/information	Nber of times /...../
- Monetary contributions	Nber of times /...../
- Equipments	Nber of times /...../
- Sanitation	Nber of times /...../
- Meetings held	Nber of times /...../
- Amount in cash	Amount /...../
- Facilitators hosted	Number
- Others :	

III – SATISFACTION LEVEL

8-Are you satisfied of the services of the project ?

1=satisfied 2=Fairly satisfied 3= Not satisfied

For each aspect, put in the Assessment column :

1 = if very satisfied ; 2 = satisfied ; 3 = a little bit satisfied ; 4 = not satisfied ;

5 =not satisfied at all 6 =not applicable

Aspects to evaluate	Assessment
- Construction rehabilitation	
- School supplies	
- Training of school management committee	
- Training in life skills / literacy	
- Others to specify	

IV- SUGGESTIONS AND RECOMMENDATIONS

- a.....
- b.....
- c.....
- e.....

First and last names of the Enumerator :	Date :
--	--------

**Form F : QUESTIONNAIRE
FOR SCHOOL MANAGEMENT COMMITTEE**

N°

I - IDENTIFICATION

<i>Items</i>	<i>Name/Identification</i>	<i>Codes</i>
1-Region :		
2-Departmental Inspectorate:		
3-Commune :		
4-Rural Community :		
5-Name of school :		
6-Name of participants in focus groups (preferably 3M and 3F)		

II - PARTICIPATION IN SCHOOL LIFE

7- Has the SMC contributed to school life since the beginning of the school year ?

1= Yes 2= No

(If No, skip to question No.8 . If yes, in what area ?)

Areas of Participation	
- Labor for the construction/ rehabilitation	Nber of times /...../
- Communication/information	Nber of times /...../
- Monetary contributions	Nber of times /...../
- Equipments	Nber of times /...../
- Sanitation	Nber of times /...../
- Meetings held	Nber of times /...../
- Amount in cash	Amount /...../
- Facilitators hosted	Number
- Others :	

III – SATISFACTION LEVEL

8-Are you satisfied of the services of the project ?

1=satisfied 2=Fairly satisfied 3= Not satisfied

For each aspect, put in the Assessment column :

1 = if very satisfied ; 2 = satisfied ; 3 = a little bit satisfied ; 4 = not satisfied ;

5 =not satisfied at all 6 =not applicable

Aspects to evaluate	Assessment
- Construction rehabilitation	
- School supplies	
- Training of school management committee	
- Training in life skills / literacy	
- Others to specify	

IV- SUGGESTIONS AND RECOMMENDATIONS

- a.....
- b.....
- c.....
- e.....

First and last names of the Enumerator :	Date :
--	--------

Form G : QUESTIONNAIRE FOR PUPILS

N°

I- GEOGRAPHICAL LOCATION

<i>Items</i>	<i>Name/Identification</i>	<i>Codes</i>
1-Region :		
2-Departmental Inspectorate:		
3-Commune :		
4-Rural Community :		
5-Name of school :		
6-Name of participants :		

II – LEVEL OF KNOWLEDGE OF PROJECT ACTIVITIES

6-Do you know the project that supports your school ? **1=yes 2=No**

7- What changes have you noticed in your school since the JOG project started its operations here?

.....

III – SATISFACTION LEVEL

8-Are you satisfied of the services of the project ?

1=satisfied 2=Fairly satisfied 3= Not satisfied

For each aspect, put in the Assessment column :

*1 = if very satisfied ; 2 = satisfied ; 3 = a little bit satisfied ; 4 = not satisfied ;
 5 =not satisfied at all 6 =not applicable*

Aspects to evaluate	Assessment
-Construction of classrooms:	
-School enclosure :	
-Training in life skills	
- School supplies	
-Existence of working toilets	
- Others to specify	

IV- SUGGESTIONS AND RECOMMENDATIONS

- a.....
- b.....
- c.....
- e.....

First and last names of the Enumerator :	Date :
--	--------

Form H : QUESTIONNAIRE CRETEF / CETEF

I- GEOGRAPHICAL LOCATION

<i>Items</i>	<i>Name/identification</i>	<i>Codes</i>
Region :		
Department :		
Name of Center :		
Status of center (specify CRETEF or CETEF) :		

II- TRAINING

Levels	1st Year	2nd Year	3rd Year
Specialization			
Food catering			
Sewing			
Hotel			
Craft			
Other to specify			
Other to specify			
Other to specify			
Other to specify			

III- TEACHING STAFF

Number	First & Last Names	Subject taught	Status
1			
No			

IV- EQUIPMENT

Nature of equipment	Number	Condition

V – SANITARY FACILITIES

Items	Number	Condition
Sanitary facilities for Pupils		
Sanitary facilities for teachers		
Running water		

VI - REVENUES GENERATED (October 2000 -June 2001)

Revenues Generating Activities undertaken	Revenues generated	Part of revenues reinvested	Person responsible for financial management

Form I : TEACHING STAFF /STUDENTS (CRETEF/CETEF)

I – IDENTIFICATION

<i>Items</i>	<i>Name/identification</i>	<i>Codes</i>
Region :		
Department:		
Name of the Center :		

II – TRAINING RECEIVED

Training	Date	Duration	Assessment		

III – OTHER TRAINING

- Number of modules on life skills taught /...../
- Number of teachers having at least a technical training /...../
- Number of girls in final grade who have benefited an internship during 2000 – 2001

IV – RELATIONS WITH EXTERNAL ENVIRONMENT

Structures of partnership	Type of collaboration

V – SATISFACTION LEVEL (Teaching Team)

8-Are you satisfied of the services of the project ?

1=satisfied 2=Fairly satisfied 3= Not satisfied

For each aspect, put in the Assessment column :

1 = if very satisfied ; 2 = satisfied ; 3 = a little bit satisfied ; 4 = not satisfied ; 5 =not satisfied at all 6 =not applicable

Aspects to evaluate	Assessment

VI- SUGGESTIONS / RECOMMENDATIONS

.....

.....

.....

.....

.....

Annex G

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Annex H

Observations on the Monitoring Exercise in 2002

Implementation of the Exercise

The first phase--- planning, questionnaire design, training of enumerators, and pre-test of the questionnaires--- took place between February 18 and March 5. The data collection and analysis phase took place between March 6 and April 9, 2002.

The data collection phase began in Dakar on March 6 and lasted until March 11 for a total of 4 workdays. On the same day, the 3 data collection teams left for the regions of Louga, Diourbel, and Fatick. Each team comprised 8 persons including a leader, and disposed of a 4X4 vehicle and a driver. One of the teams (Diourbel) had 9 persons in 2 4X4 vehicles due to the high number of households in the surveyed villages. The 3 teams returned to Dakar on March 24 after a total of 14 days in the regions.

The data collection exercise in 30 primary schools and 4 vocation training centers was carried out without significant problems, thanks to the 9 questionnaires. Three questionnaires concerned the vocational training centers, and 6 questionnaires targeted the primary schools: students in CI, SMC and APE, teachers, students in CM1 and CM2. The greatest amount of effort was spent on the household survey, which involved at least four components. About 2,000 households around the 15 rural schools in the regions were contacted in less than 2 weeks.

Since the participants in this data collection exercise had not carried out this type of exercise before, they decided to hold a meeting of the three teams in the ANAFA office to exchange their impressions. A number of findings was noted during this debriefing session.

Findings Concerning the Exercise

The principal findings are:

1. A census of all households served by the EDDI rural schools can be carried out in 2 weeks with the participation of some 25 persons, but this would require working almost without respite.
2. The fact that the households are grouped within large enclosures of extended families (compounds) makes the work doable. Given the number of households per compound, one almost always finds an adult available to respond to questions concerning the entire set of households. A return visit later solves the problem of those compounds that were temporarily empty during the first visit.
3. One has to verify in each hamlet if first-grade children actually go to the EDDI school in question. As a result of the construction of new rural schools, a certain number of hamlets that formerly were supposed to send their children to the EDDI school, now send their children to other schools. This is especially the case for the 7-8 year old children, who are considered by their parents as being too young to walk more than 1-2 kilometers to attend class.

4. The enumerators responsible for the household survey have to hire the services of local guides capable of showing them all the compounds related to the EDDI school. Seeking out remote hamlets requires hours of traveling in a vehicle going around the village where the school is located. In this regard, the assistance of the facilitators and trainers of TOSTAN was greatly appreciated by the 3 teams.
5. The problem of adequate seating in the vehicles was raised by the 2 teams which had only 1 vehicle, a situation that was made all the more difficult by the frequent need to take on board other persons (IDEN planners, TOSTAN trainers, village headmen, local guides). It is obvious that in the future each regional team should have fewer persons.
6. The identification of hamlets served by the school needs to be done in the primary school, then with the village or sub-village headmen. It is important to know not only where children in CI are coming from, but also which areas should they be coming from. A first indication of those hamlets without another school than the EDDI school can be obtained from the school director, but it is always good to check this out in each hamlet.
7. When a remote hamlet sends its children to two different schools, enumerators should identify which are the sections in the hamlet that send (or should send) their 7-8 year old children to the EDDI school.
8. The way in which households (compounds) are approached by enumerators is very important to the success of the survey, and so is the use of local languages. Thanks to the experience and the high educational level of the enumerators (university graduates), there were only a few cases of refusal to respond on the part of households (out of 2,000). Although Wolof is used in the greater part of the communities, it is important to use the other local languages and to include on the teams people who speak these languages. This was the case in this exercise, except in Mandingo county (Koular Soce), where the enumerators had to be accompanied by interpreters.
9. In certain areas under Mourid influence, the Arabic school constitutes a preferred alternative even in the EDDI school site, let alone when it is in the far-flung hamlets from which it would be difficult to send children to the "French" school. The enumerators became aware of the need not to impose the French school as the only valid one.
10. Since this data collection exercise was new to all three teams, it would be desirable to have a better awareness of the school environment during the next exercise. Places to spend the night, the distances to travel, the order of visits, the number and location of hamlets, local market days, the ethnic composition of the surrounding populations are all factors that could have benefited from better knowledge at the beginning of the 2002 Exercise.
11. Overall, the content of the questionnaires appeared appropriate, but there were some problems in the order of certain questions, in the way of asking questions, or in the choices given for certain answers. This concerns especially the questionnaire for the household survey. Particularly problematic was the low level of knowledge of the JOG Project on the part of households some distance away from the EDDI school site. This complicated the whole sequence of questions aimed at the participation and satisfaction of parents.
12. It became obvious that in the majority of CI classes in EDDI schools, there is in 2002 a rather high percentage of 6-year old children. Although we might expect a certain number of such children in first grade for various reasons due to parental choices, it is obvious that in certain cases school

directors have deliberately undertaken the recruitment of 6-year olds. This is due to two principal reasons: (1) with the construction of new schools in certain zones over the last 2-3 years, the EDDI school has suddenly found itself short of 7-year old beginners and filled in this gap with 6-year old children; (2) certain school directors have deliberately recruited 6-year olds along with 7-year olds to give them more chances to succeed in their studies. Since they do not have the legal age to begin school, they can fail without prejudice. This will give them a clear advantage in passing the first grade when they do it over again (the first time legally).

13. Alongside with this deliberate recruitment of 6-year old children, there exists an enormous ignorance about the age of children, even among teachers who live among the school population. Unfortunately, birth certificates essentially do not exist, at least for younger children. Some parents can obtain later a court ruling attributing an age to their children, but this ruling remains highly subjective or worse, perhaps dictated by the need to put in school a child who is no longer legally entitled to be there. Examples of 9-10 year old children who have benefited from retroactive court rulings giving them 2-3 years less were noted in certain places.
14. Certain enumerators found themselves in an embarrassing situation when they had to ask questions about parental attitudes toward schooling of a very old man who was nevertheless the head of the compound and who insisted on his right to respond. This obstacle should be avoided to the extent possible. It was necessary also not to interview young, unmarried adults. The part of the questions on the attitude of parents should be addressed to parents likely to have children in primary school (7-13 years old).
15. The fact that school management committees include TOSTAN facilitators means that in order to assess the level of satisfaction with regard to the functioning of SMC and of the project in general, it is necessary to separate the community members of SMC from the people implementing the JOG Project. This was done in part by means of a separate survey of Parents' Associations, although the latter has generally been co-opted by the SME.
16. There is confusion on the part of students of the CM1 and CM2 about the services provided by the JOG Project, especially when there is more than one project in the school. This was obvious in Dakar with regard to the repair of classrooms and in those regions where the World Bank (or other organizations) has constructed new classrooms and latrines. However, all children were aware of the school materials provided by JOG, although some of them did not know where they came from.
17. It is obvious that close monitoring in the future of the children in households, whether it be by census or by statistical survey, risks causing a certain fatigue, even resistance, on the part of these households, because of their expectations. In many cases, respondents complain of a lack of concrete results after other survey teams have passed. More awareness raising of households regarding the scope of the JOG Project should be undertaken, especially in the distant hamlets. Another reason for this is that the members of the SME and APE are generally people who are recruited in the village which immediately surrounds the school.